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ABSTRACT

This document presents the master plan for higher education in Virginia. Emphasis is placed on the planning process, an overview of higher education in Virginia, goals for higher education, recommendations toward implementing the goals, governance and coordination of higher education in Virginia, plans for the coordination of higher education in Virginia, and postsecondary education in the 1970's. Plans for the coordination of higher education in Virginia review institutional development and issues and planning statements of Virginia's public and private institutions. (MJM)

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The Virginia Plan

For Higher Education

HE 005123

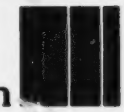
Accessibility

Excellence

Accountability

The Virginia Plan

For Higher Education



January, 1974

State Council of Higher Education for Virginia
Richmond

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Foreword

Planning for higher education should be a continuous process. It is helpful, however, in any continuous process to take a picture of things as they exist at the present and to speculate on how they will be in the future. In many ways, this *Virginia Plan* represents such a picture of higher education in Virginia in 1973. It also attempts to project and give guidance to the way higher education should look in the future.

Although patterned in part after the 1967 *Virginia Plan,* most of the *Plan* is new in that it sets forth for the first time many of the Council's positions on issues of importance to the Commonwealth and simultaneously introduces ideas and approaches which have not previously been considered. At the same time, the *Plan* devotes considerable attention to suggesting new ways of doing old things that have become traditional and important to higher education in Virginia.

The publication of a comprehensive master plan requires the cooperation of scores of individuals too numerous to mention here. A particular expression of gratitude is due, however, to the members of the Council of Higher Education who were constantly beseiged with new drafts to be reviewed, and to the public institution presidents who served as a sounding board for most of the ideas presented in the *Plan.* Finally, the publication deadline could never have been met without the dedicated efforts of five of the Council's secretarial staff. Deep appreciation goes to Mrs. Dorothy Berlin, Mrs. Katherine Burks, Mrs. Martha Robinson, Miss Mona Norrell, and Mrs. Norvell Rice.

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1

Introduction: The Planning Process

In 1967, the State Council of Higher Education for Virginia published the first master plan for higher education in the Commonwealth. It was intended as a ten-year guide for the future development of the State's higher education community. The plan was an important initial step for the Commonwealth, for it marked the first time that concrete goals, and recommendations for implementing them, were formalized and widely circulated.

The 1967 plan set forth a number of general directions for higher education. But plans must be constantly reviewed and re-evaluated if they are to continue to serve effectively, especially during periods of great change. Dramatic changes have occurred in higher education in Virginia since 1967. For example, the community college system, in its infancy in 1967, now enrolls over one-third of all the students in Virginia's state-supported institutions; enrollments, rising at record rates in 1967, now show signs of leveling off; and rapidly developing urban universities have emerged in Northern Virginia, Richmond, and Norfolk. These and other equally significant changes will be discussed in detail in this publication.

Since 1967 the Council has continued to collect and analyze data on programs, enrollments, finances, and facilities in Virginia's state-supported institutions. It has not, however, attempted to blend the data into a comprehensive document or to relate them to the changed conditions. As a result of the rapid change in higher education since 1967, however, it has become apparent that Virginia needs a revised plan that speaks to other problems and issues and that can be viewed as the basis for a continuing planning process.

The publication of *The Virginia Plan* provides the Commonwealth with such a document. The *Plan* was made possible through the combined efforts and cooperation of the State's institutions of higher education—both public and private—the State Council of Higher Education and its staff, the Council's General Professional Advisory Committee, and some 300 faculty, students, legislators, and citizens who helped to formulate the goals which are presented in Chapter III. The *Plan* has been developed over the past 18 months, during which time the Council and its staff have worked closely with persons and agencies concerned with higher education in Virginia.

The *Plan* has several features which should be noted. First, it sets forth and explains 14 immediate higher education goals for the Commonwealth. In order to ensure a basic agreement by the citizens of the State and the higher education community with respect to the selection of the goals, the Council of Higher Education distributed, in the spring of 1973, a paper and accompanying questionnaire entitled "Developing Goals for Higher Education in Virginia." The purpose of this study was to develop a consensus about the higher education goals which should be pursued and help in determining the relative priority of these goals. The goals were developed from this procedure after review by the presidents of the public colleges and universities. It is no accident, then, that those goals related to increased accessibility appear first and are regarded as the capstone of the *Plan*; such was the wish of the citizens of Virginia.

Secondly, the *Plan* suggests over 40 recommendations for action. Those recommendations that the Council of Higher Education can implement on the basis of its present statutory responsibilities are presented as positive statements and thus are commitments already assumed by the Council. The recommendations which require legislative, executive, institutional, agency, or citizen action are presented for consideration by the persons or groups who can implement them.

Thirdly, an attempt has been made for the first time to arrive at a detailed planning statement which sets the direction and future emphasis for each public higher educational institution in the Commonwealth. Because of the critical importance of these statements, the Council has worked at length with the institutions in their preparation and has given formal approval to the statements as they appear in the *Plan*. The Council has also enjoyed the cooperation of the private segment of Virginia higher education and has been able to include descriptive planning statements for all but one of the private institutions in the State.

Finally, the *Plan* is presented with an announced intention on the part of the Council to revise and update it on a biennial basis. With

the rapid change in higher education, what is now demanded is not ten-year planning but continuous planning. Accordingly, the Council of Higher Education will, soon after the dissemination of this document, begin dual planning activities aimed toward implementing the recommendations in this plan while simultaneously continuing planning efforts to update the plan two years hence.

The development of a master plan calls for an examination of "where we are" and a look into the future to decide "where we should go." Not all the recommendations in the *Plan* will be viewed favorably by all people, and some recommendations may, in fact, be controversial. But if all controversial positions were eliminated, the *Plan* would be a poor one and would not serve its central purpose of provoking thought and discussion concerning higher education.

The Council of Higher Education believes that the goals and recommendations presented in *The Virginia Plan* have the potential for improving both the effectiveness and the efficiency of higher education programs throughout the State. Some of the major recommendations will ultimately be resolved by the General Assembly and the Governor, as most major issues are usually resolved in a representative democracy. But many others can be implemented directly by the State Council of Higher Education, the institutions of higher education, and the citizens of the State. To assist in the implementation and to provide further information in support of the *Plan*, a volume of data and position papers relating to *The Virginia Plan* will be published by the Council in the near future.

II

Higher Education in Virginia

A Community of Diversity

The roots of higher education in Virginia are found in the earliest beginnings of the Commonwealth's rich history. An examination of the historical development of the institutions testifies to the long-standing diversity of the Virginia higher education community.

As early as 1619, the British government appropriated 9,000 acres of land for the establishment of a seminary of learning, but the proposed institution was never given formal authorization because an Indian massacre eliminated most of its supporters. The event thus dictated that the Commonwealth would miss the opportunity to open the first college in what what was to become the United States. However, 74 years later, in 1693, a college charter was finally issued, and the nation's second oldest institution, The College of William and Mary, was begun. The College, created largely to avoid the necessity of having to send children to Europe in order to receive a classical education, was a private institution supported through both public and private funding until its reorganization in 1888. After this date, it moved toward becoming solely a public institution, a transition accomplished in 1906 when it was placed under a Board of Visitors appointed by the Governor.

William and Mary was fortunate to have among its many illustrious alumni one of Virginia's most widely acclaimed citizens, Thomas Jefferson. Deciding that the Commonwealth should have a state university that was oriented toward the practical and popular new subjects of the time, as opposed to a strictly classical curriculum, Jefferson determinedly set out to convince the General Assembly to establish such an institution near his home, Monticello, in Albemarle County. Successful in these efforts, Jefferson saw the University of Virginia chartered in 1819 and opened for instruction in 1825.

In response to other needs, other state-supported institutions were soon established, each one unique and with a specific mission to fulfill: Virginia Military Institute, to offer military training (1839); Virginia Polytechnic Institute, a land-grant college to provide agricultural and mechanical studies (1872); and Virginia State College, another land-grant institution, to make available teacher education and technical training (1882). As general public education increased and high schools developed, there arose an increased demand for teachers. To satisfy this need, a series of "normal schools" was established, beginning in 1884 with the State Normal School at Farmville (later to become Longwood College). Successively thereafter, normal schools were established at Harrisonburg in 1908 (later to become Madison College), at Fredericksburg in 1908 (later to become Mary Washington College), and at Radford in 1910 (later to become Radford College).

The existence of a diverse group of private institutions parallels, and in many instances precedes, the development of the public system. A number of academies and seminaries were formed between 1749 and 1860 with the assistance of the Baptists, Brethren, Lutherans, Mennonites, Methodists, Presbyterians, and Quakers. The academies provided the basis for the emergence of such colleges as the University of Richmond, Hampden-Sydney, Washington and Lee, Randolph-Macon, and Emory and Henry. Many of the seminaries gave rise to a number of all-female institutions, including Valley Union Seminary (later to become Hollins College) and Augusta Female Seminary (later to become Mary Baldwin College), both of which trace their antecedents to the 1840s.

With a basic group of public institutions and a full complement of private ones, Virginia became a national leader in higher education in the early part of this century and was widely recognized for its institutional diversity. The

State also became a proponent of the idea that higher education should be available within the proximity of students' geographical locations, and in effecting this concept, the State's system of branch colleges emerged between 1917 and 1960. Six of the branch colleges were either established as, or evolved into, four-year institutions (Virginia Commonwealth University, Clinch Valley College, Christopher Newport College, Old Dominion University, Norfolk State College, and George Mason University). Some of these institutions later gained independent status, while other two-year branches and extension centers that developed during this same period were eventually absorbed into a further expansion of the proximity concept. This expansion enhanced accessibility and signaled the advent of the Virginia Community College System.

Since the community college system came into formal existence in 1966, 23 institutions have been established to offer occupational-technical and college transfer programs within 50 miles of every citizen of the Commonwealth. The enrollment in these institutions has grown from 3,200 in 1966 to over 52,000 at the start of the 1973 academic year.

Increased enrollments and the necessity for institutions to satisfy an increasing array of student academic needs were prime factors in the development of a highly diverse higher education community. The impact of enrollments on the total system is illustrated by the following enrollment figures:

Year	Total Institutional Enrollment
1925	16,000
1945	28,000
1965	78,000
1970	136,000
1973	177,000

Chapter VI of *The Virginia Plan* speaks to the future impact of enrollments on higher education in Virginia.

The increased enrollments and new specialization needs resulted in Virginia's institutions offering greater numbers of highly specialized graduate and professional instructional programs. A steady growth in programs has continued as Virginia's institutions have attempted to meet demands.

Attesting to the excellence of higher education in Virginia, the Commonwealth had a number of graduate programs which received high rating in a 1970 national ranking of programs conducted by the American Council on Education. Further indication of this excellence is the faculty of the Commonwealth's institutions. In the state-supported institutions alone, 60 percent hold either a doctorate or a special professional degree.

Anticipating a continuing rapid growth in enrollments and academic programs, Virginia decided in 1956 that a state agency should be established to coordinate the present and future development of the public higher educational institutions. The decision was not the first indication that the General Assembly believed increased coordination was necessary. In 1908 a Virginia Education Commission was established to develop recommendations for coordinating financial support for the State's institutions. In 1914 a Normal Board was set up to govern the State's normal schools, a function which was transferred to the State Board of Education in 1930. A 1947 legislative study proposed that a department of higher education be formed, while a comprehensive study initiated in 1950 served as the basis for the eventual creation, in 1956, of a state-wide coordinating board. In that year, the State Council of Higher Education for Virginia was established and charged with the promotion and development of a "sound, vigorous, progressive and coordinated" system of public higher education.

In the immediate years following its organization—years of rapid enrollment advances—the Council found it possible to emphasize its role of promoting higher education. In the future, as enrollment growth begins to plateau and the competition for General Fund dollars increases, it seems apparent that the Council will further emphasize its coordinating function. In doing so, it will not only work with the institutions to assist in improving the excellence of their programs, but will help them guarantee increased accountability for all human and material resources provided to higher education. The future role of the Council of Higher Education is discussed in detail in Chapter V.

In this brief historical sketch, three bywords of *The Virginia Plan* appear for the first time—*accessibility, excellence,* and *accountability.* Much more will be said and much attention devoted to these concepts in the remaining pages of the plan. But whatever else is said about the Virginia system, there can be no doubt that diversity is its hallmark.

The diversity of the Virginia higher education community is represented by the four different segments of institutions that comprise it.

The public senior institutions (four-year and above) constitute the largest segment. In the fall of 1973, the preliminary enrollment figures indicated their total headcount at 96,060 students, or 54 percent of the total enrollment in all Virginia institutions of higher education. Eleven of the 15 institutions are authorized to offer masters' degrees, and five offer both master's and doctoral degree programs. Two remain branches of other senior institutions. At the time of the publication of the 1967 *Virginia Plan*, these institutions enrolled only 62,667 students.

The second segment of Virginia higher education is the group of 26 private, senior (four-year and above) institutions. They enrolled 25,444 students in the fall of 1973. This number constitutes 14 percent of the total students enrolled in all Virginia institutions of higher education. Ten of these institutions remain primarily single-sex (three for males and seven for females), while the others are co-educational. Over half of them are affiliated with, or related to, religious denominations. By contrast, in 1967 there were 22 private, four-year institutions enrolling 22,085 students. Nine of the 22 were single-sex institutions.

The third segment of Virginia higher education is the group of 24 public, two-year institutions, including the 23 community colleges and Richard Bland College. All of these institutions are co-educational. The 1973 fall preliminary headcount enrollment in these 24 colleges was 53,362 students, thus accounting for 30 percent of the total enrollment in all Virginia institutions. The 14 public, two-year institutions in operation in 1967 (only three of which were community colleges) had a total of 12,160 students, an enrollment figure now exceeded by the largest of the community colleges presently in operation (Northern Virginia Community College).

Finally, the fourth segment is comprised of the six private, two-year colleges. Together they enrolled 2,464 students in the fall of 1973 for one percent of the total. Only one of these institutions has an enrollment above 1,000, and two of the six accept only female students. In 1967 there were ten private, two-year colleges that together enrolled 5,114 students. It should be noted that several of those in operation in 1967 have since been elevated to four-year status.

In addition to these diverse segments of the higher education community, over 125 proprietary institutions are licensed in Virginia to provide education in preparation for immediate employment. As such, they provide other opportunities for postsecondary education for many young Virginians.

The period ahead will demand more demonstrable cooperation among all those elements which now constitute the three sectors of postsecondary education—the public, private, and proprietary institutions. The concluding chapter of the *Plan* speaks more specifically to the significance of this last group and the meaning of the term "postsecondary."

The publication of this *Plan* is intended to chart a course for the future development of higher education in the years immediately ahead. A central contention throughout it is that the Commonwealth can continue to enjoy the benefits of its diverse higher education community at the same time that institutions adjust to a period of increased coordination and consolidation. If, in the process, this community is to remain vigorous and healthy, its components must reaffirm their commitment to give meaning and reality to the concepts of *accessibility, excellence* and *accountability.* And all of Virginia's citizens must accept that, as Governor Linwood Holton advised in 1971 in remarks to members of institutional governing boards, "Our mission, the mission of Virginia higher education in the 1970s, is not to compete with one another but to cooperate; not separatism but unity; not mediocrity but excellence."

Resources Provided the State Institutions

An overview of higher education in the State would be incomplete without a brief description of the resources that have been provided to the state-supported institutions. The citizens of Virginia have been strongly committed to a significant expansion of higher education particularly since the mid-1960s. In the past, the resources to support the State's institutions have been received from four basic sources and have gone to support four major areas of operating expenses, as well as a significant expansion in capital facilities.

The four basic revenue sources available to institutions of higher education include the State General Fund, student tuition and fees, federal funds, and other institutional revenues derived through private gifts or grants, endowments, or from miscellaneous sources which are usually non-recurring in nature. The four major areas that these revenue sources support include educational and general activities, sponsored programs, auxiliary enterprises, and student aid. The educational and general activities of the institutions are designed to provide the primary functions of instruction, research, and public service. Sponsored programs of the institutions are the special projects the institutions conduct in conjunction with specific grants or contracts awarded by the federal government or other outside bodies. Auxiliary enterprise activities are operated by the institutions primarily for the purpose of providing services of a non-educational nature, such as housing and dining services. Student aid includes scholarships, fellowships, and awards and prizes to students. The areas of expense which are common to all institutions and require the greatest levels of financial support are the educational and general activities of the institutions.

Significant increases in expenditures have transpired in the educational and general activities of the institutions of higher education since 1964-65, the first year in which the Council of Higher Education collected and published financial information. In 1964-65, for example, total operating income for educational and general activities amounted to $54,279,207. Of this amount 51 percent was provided from the State General Fund, 35 percent was from student tuition and fees, 2 percent was provided by federal funds, and 12 percent from other institutional revenues. By 1971-72, total educational and general income had grown to $280,201,603 for an increase of nearly 285 percent. The proportion attributed to each source had also changed dramatically. By 1971-72, the State General Fund provided 58 percent, student tuition and fees 25 percent, federal funds generated 7 percent, and other institutional revenues provided 10 percent.

Federal support of higher education grew substantially during the 1960s and various responsible and prestigious bodies, such as the Carnegie Commission on Higher Education and the National Commission on Higher Education Finance, have called for an increasing contribution from the federal government. The type of federal support provided in the future—institutional grants, research or special project grants, student financial aid programs, or other forms—will be of primary concern to higher education.

The second largest source of revenue to the state-supported colleges and universities in Virginia is student tuition and fees. For the 1972-73 academic year, Virginia was the third highest among the 14 states comprising the southern region in average annual costs to students in the public four-year institutions. This tuition and fee level exceeded both the southern and national averages by over 20 percent. Compounding the problems of an already high tuition and fee level in Virginia is the tenuous status of additional charges for out-of-state students. If the courts should rule that out-of-state tuition rates are unconstitutional, the

estimated loss of income to Virginia's colleges for the 1974-76 biennium ranges from $17 million to $28 million.

The State General Fund is the single largest contributor of financial support to educational and general activities of the state-supported colleges and universities. The considerable support the citizens of Virginia provided in the past has had a significant impact on the ability of the institutions to provide increasing educational opportunities. From 1964-65 to 1971-72, the support from the State General Fund increased by nearly 90 percent, clearly demonstrating the State's commitment to the development of higher education. The state-supported colleges and universities comprising the State's system of higher education in Virginia is one of the largest areas of State government supported through the State General Fund. Of the total State General Fund appropriations of $2,321,433,790 for operating expenses in the 1972-74 biennium, $384,396,580 was appropriated for higher education. This amount comprised nearly 17 percent of the total State General Fund appropriations and reflected an increase in excess of 37 percent over the 1970-72 biennium. In addition, $66,543,680 from the State General Fund was provided in capital outlay funds for higher education. This amount was 52 percent of the total of $126,800,720 appropriated for all State agencies and institutions.

The level of financial commitment by the Commonwealth to higher education has helped provide a firm base from which the continued development of higher education can be sustained. The cost of higher education will increase over the next decade, primarily as a result of further growth in enrollment and inflationary factors in the general economy. The ability of higher education to provide accessibility, excellence, and accountability will depend in part upon the availability of adequate financial resources.

The recommendations made in *The Virginia Plan* do not carry high price tags. For the most part, what is needed is not more money but new ideas and more efficient administrative techniques. It is the judgment of the State Council of Higher Education that *The Virginia Plan* is a fiscally responsible and feasible document. In a supportive volume to the *Plan,* the Council will present more detailed analysis of the financing of higher education in Virginia. In addition, during the coming year, as part of its continuing planning, the Council will present position papers on such topics as tuition and student assistance.

III

Goals for Higher Education:
Accessibility
Excellence
Accountability

Accessibility

To Provide Each Citizen of the Commonwealth
Access to the Form of Higher Education Most
Appropriate to His Interests and Abilities

TO ENSURE THE OPPORTUNITY FOR FULL AND EQUAL ACCESS TO HIGHER EDUCATION BY ALL CITIZENS OF THE COMMONWEALTH

The implications of this goal are far-reaching. First, it implicitly recognizes that not all high school graduates should be expected to pursue the usual collegiate degree program or even to attempt noncollegiate, postsecondary work. But it emphatically insists that an *opportunity* to undertake the form of higher education most appropriate to an individual student's interests and abilities should be made *available*. To ensure that opportunity, all barriers—including those of race, sex, and socioeconomic status—must be eliminated.

Secondly, the goal implies that once access to the educational system has been attained, participation in the system should likewise not be hindered on the basis of any artificial barriers. Moreover, the higher education community should make it possible for a student to transfer from one form or level of postsecondary education to other forms or levels, depending upon his interests and abilities.

Finally, the goal encourages participation in higher education by *all* citizens of the Commonwealth. To bring about this objective, the Commonwealth should encourage citizens from all segments of society to take advantage of the postsecondary opportunities available to them. To do so, the State must foster a sense of academic motivation among all citizens, including such "new clientele" groups as young people in the lower half of their high school classes, adults and part-time learners, and minorities.

TO ENSURE THAT FINANCIAL CONDITION DOES NOT BECOME A BARRIER TO HIGHER EDUCATION

Even when all other barriers are removed, financial status may still inhibit students from gaining access to higher education. A 1969 study estimates that 17 percent of academically eligible high school graduates in Virginia failed to go to college because they lacked the necessary financial support. A more recent study has demonstrated that differences in family income are directly related to the probability of college attendance and that, as a result, students from lower income families do not enjoy the benefits of postsecondary education to the extent of those with higher family income.

The Virginia Community College System provides higher education at low cost to the student, a practice which should be continued. On the other hand, the State's relatively high senior college tuition and fees may be one barrier to attendance for citizens. The rate is the third highest in the fourteen-state area included under the Southern Regional Education Board.

Although Virginia's public college tuition rate is high, the difference between public tuition and fees and private tuition and fees in Virginia

remains substantial. Recently, however, Virginia has moved toward providing funds to reduce the differential between public and private college tuition and fees. Whether through existing programs or new ones, the State should continue its efforts to provide opportunity for access to the State's private institutions.

Whatever the cause, the Commonwealth must strive to prevent a student's financial condition from being a serious barrier which prohibits him from enrolling in an institution of higher education. The Commonwealth must, if the opportunity for accessibility is to be guaranteed, provide necessary financial assistance to the greatest possible number of students.

TO PROVIDE TIMELY AND RELEVANT OPPORTUNITIES FOR THE CONTINUING EDUCATION OF EACH CITIZEN OF THE COMMONWEALTH

The increased mobility of individuals within our society, the tendency of students to interrupt their education for a variety of reasons, the need for professional upgrading as the boundaries of knowledge expand, and the tendency of men and women to undertake new careers at later ages in life, have made higher education a continuous process for most citizens.

Virginia has emerged as a national leader in the attempt to provide appropriate opportunities for students who wish to engage in continuing education. The Commonwealth has already provided for the establishment of six regional consortia to promote and coordinate continuing education offerings. Now the Commonwealth must encourage maximum utilization of that system and also make certain that the institutional offerings within it are timely and relevant in order to satisfy the needs of its citizenry. A determination of what constitutes "timely and relevant" course offerings must be constantly redefined by the total community which the consortia are designed to serve.

Further, Virginia should look upon "continuing education" as an integral part of "higher education." Under this concept, a student enrolled in continuing education courses should be capable of earning the same kind of academic credit as a student following the more traditional route to "higher education." The citizens of the Commonwealth should be able to put together coherent sets of academic experiences, all of which can be measured in the same form of academic credit, with the maximum flexibility of space and time.

TO PROVIDE AN EDUCATIONAL SYSTEM RESPONSIVE TO STATE AND NATIONAL MANPOWER REQUIREMENTS

In the last decade and a half, Virginia has evolved from a rural state with an agricultural economy to a largely urban state with an economy supported by business, industry, and technology. This change has resulted in a demand for more highly trained employees. Education has been responsive; the supply of such manpower has come from Virginia's post-secondary educational institutions. The development of the community college system and specialized graduate programs has been a successful response to changing manpower needs.

If Virginia's total postsecondary community is to satisfy state and national manpower needs, state and private agencies and organizations must coordinate their efforts to establish an adequate manpower data base. The State's manpower requirements in such areas as health, teaching, and the scientific fields must be determined, and educational programs to train the manpower to meet these needs must be developed. Similarly, national needs, both current and prospective, must be identified and appropriate programs designed. These programs should complement other efforts being undertaken by state and federal governments to satisfy national manpower needs.

Higher education must be in a position to respond efficiently and quickly to changes in manpower requirements. The time between the identification of need and initiation of responsive programs must be reduced. Likewise, early forecasts of oversupply must be carefully evaluated if we are to avoid a shortage of trained manpower followed by a sudden over-abundance.

Excellence

To Maintain Institutional Excellence in
Teaching, Research, and Public Service

TO ENCOURAGE AN INCREASED COMMITMENT ON THE PART OF THE COMMONWEALTH TO PROVIDE QUALITY HIGHER EDUCATION

The past decade has witnessed the rapid expansion of Virginia's higher education system. This unparalleled period of growth is due in large part to the increased numbers of students who have sought admission to the public institutions, but the private institutions, as well, have also experienced increases in enrollment and programs.

The rate of growth will begin to decrease during the next ten-year period and the 1970s promise to be a decade of consolidation with respect to enrollments and facilities. Thus, the Commonwealth's commitment to provide quality education can receive an even greater emphasis than has been possible during a time when large sums of money were required to build and equip new educational facilities and to provide other resources for the expanding number of students.

An increased commitment to provide quality higher education will necessarily bring with it an increase in the number of dollars designated for higher educational purposes. State support for higher education in Virginia has already increased markedly over the past decade, a fact of which Virginians can be proud. Among the 50 states, Virginia now ranks fourteenth in total appropriations for its institutions of higher education, and its per capita tax funding has moved from forty-third in 1967-68 to twenty-ninth in 1972-73. Even with this significant improvement, however, the Commonwealth's per capita appropriation does not yet equal the national average. Therefore, as it continues its progress toward providing access to quality higher education for all its citizens, Virginia must also continue to increase its financial support to higher education.

TO PROTECT AND ENHANCE INSTITUTIONAL DIVERSITY WITHIN A COORDINATED SYSTEM OF HIGHER EDUCATION

Virginia's institutions, public and private, are the proud possessors of rich heritages and historical traditions.

This goal intends to protect and enhance the institutional diversity which exists within Virginia's system of higher education. It also intends to guarantee the essential autonomy and character of each institution, and to emphasize the shared responsibility of the Commonwealth and the institutions to protect these requisites. A coordinated system of higher education encouraging and ensuring that the system-wide needs of its students are satisfied is the most appropriate vehicle for maintaining the excellence of higher education in the Commonwealth.

TO ENCOURAGE A CONTINUING EMPHASIS ON INSTRUCTIONAL QUALITY AND TO FOSTER APPROPRIATE INNOVATIVE MODES OF INSTRUCTION

The basic function of an institution of higher education is generally acknowledged to be that of providing instruction. Much has been spoken and written in recent years about the need for improving the quality of the instructional process. To accomplish this the institutions must strive to establish a proper balance between the dual functions of teaching and research. The institutions must also be given the resources to improve the educational process and be assisted in developing methods to evaluate the quality of that process. Finally, the institutions should undertake a systematic examination of their degree structures to determine whether they are in need of reform. Proposals for change include new forms of academic degrees and a reduction in the time required to earn the degrees.

Innovative modes of instruction may also improve instructional quality. Significant curricular innovations have occurred during the past five years. Among these are external degree programs, universities without walls, new scheduling techniques and academic calendars, and a variety of forms of experiential learning. The Commonwealth should foster appropriate innovation and support institutions that undertake to test new and innovative approaches in order to improve the quality of the educational process.

TO ENCOURAGE RESEARCH AND PUBLIC SERVICE ACTIVITIES THAT MEET LOCAL, REGIONAL, AND NATIONAL NEEDS

It is important—and appropriate—that Virginia's institutions of higher education fulfill, in accordance with each one's mission and dependent upon its capability, the societal functions of research and public service. In performing these functions, it should be expected that each institution will strive foremost to commit its research and public service components toward improving the quality of human life in, and the environment of, the Commonwealth. However, many of the research and public service activities undertaken by Virginia's institutions of higher education transcend the boundaries of the Commonwealth and assist in meeting needs that are regional and national in scope. These activities should also receive the enthusiastic support of the citizens of the Commonwealth.

The research and public service efforts of educational institutions must enhance their instructional activities. Further, if the institutions are to make significant contributions to the areas of research and public service, they must coordinate their efforts within the higher education system, while at the same time cooperating with business, industry, and governmental agencies to mobilize all research and public service activities for the benefit of the Commonwealth and the society at large.

Accountability

To Guarantee to the Citizens
of the Commonwealth
the Accountability of the Total
Educational Process

TO ASSURE THE MOST EFFECTIVE AND EFFICIENT USE OF ALL RESOURCES PROVIDED TO HIGHER EDUCATION

This goal recognizes that Virginia's investment in higher education involves a substantial commitment in both human resources and tax dollars. This commitment can only be upheld by assuring the citizens of the Commonwealth that they will receive optimal efficiency and effective use from all the resources which have been provided.

It is not an easy task to define optimal efficiency in higher education because the benefits of education are frequently in the form of intangible gains to the recipients. Nevertheless, Virginia and its higher education institutions have made much progress in recent years in achieving increased efficiency in their academic program offerings and in the use of specialized facilities, instructional space, and technological aids. In the next decade higher education must concentrate on refining the cost analysis techniques developed in recent years and must formulate more equitable measures for allocating resources and better procedures for determining whether those resources are effectively utilized.

Further, during the next decade Virginia must continue its effort to make maximum utilization of all its human resources. Affirmative action must be taken to assure opportunities for the full and equal participation of all groups within the population, including those which have not been widely involved.

TO ASSURE OPPORTUNITIES FOR BOTH THE INTELLECTUAL AND PERSONAL DEVELOPMENT OF THE INDIVIDUAL STUDENT AND TO HELP PREPARE THE INDIVIDUAL FOR PRODUCTIVE PARTICIPATION IN SOCIETY

Institutions of higher education are accountable for more than the human resources and tax dollars which sustain their continued existence. They are, in fact, accountable for the quality of the educational process and for the students who graduate from the institutions. As such, they are society's primary vehicle for the teaching and preservation of the liberal arts and sciences.

This goal recognizes the responsibility of the Commonwealth's institutions to their students and, through them, to the larger society. It acknowledges that the educational process should include opportunities which will develop cognitive capacities and influence personal development. The goal's emphasis, then, is on the institutional responsibility for the development of the total person: one who has been assisted in acquiring knowledge and in the use of reason, but who in the process has also been exposed to opportunities to study and experience the arts and letters, and to reflect on questions of value and ethics. The Commonwealth's institutions should concentrate their energies and resources toward developing such individuals who will, in turn, be better able to participate in the whole of society.

TO ENSURE STATE-WIDE AND INSTITUTIONAL ACCOUNTABILITY THROUGH COORDINATION AND COOPERATION AMONG ALL ELEMENTS OF THE STATE'S TOTAL HIGHER EDUCATION COMMUNITY AND BETWEEN HIGHER EDUCATION AND ALL OTHER LEVELS OF EDUCATION

As the number of college-age students increased at an accelerated rate during the 1960s, the Commonwealth's higher education community rapidly increased in both numbers of students and types of institutions. Today the Commonwealth can boast of a fully developed public and private system composed of universities, comprehensive colleges, community colleges, junior colleges, and technical institutes. More recently the proprietary institutions have assumed an appropriate role in what can now be referred to as the State's total postsecondary educational structure.

This goal affirms the existence of a community of postsecondary institutions and urges increased and more effective coordination and cooperation among all the diverse components in the structure. Such an effort by all postsecondary institutions is necessary if in fact Virginia is to provide the most appropriate form of quality education for each student in the Commonwealth and is also to achieve effective and efficient use of educational resources. There are several implications inherent in the goal:

*Increasingly, Virginia, particularly its public institutions, has struggled with the question of which form of state-wide coordination and cooperation will best serve the interests of the citizens of the Commonwealth. While there are benefits and disadvantages to all three models for central coordination—voluntary associations, coordinating boards, and consolidated governing boards—at the present time the coordinating board remains the best mechanism in Virginia for ensuring accountability and simultaneously preserving essential institutional autonomy.

*Although the State's concern has been primarily focused to date on coordinating public higher education, during the next ten years increased emphasis will be placed on effecting greater coordination between the public and private sectors of higher education. This is important if Virginia is to preserve strong institutions in both sectors and at the same time preserve a diversity of choice for the State's students.

*Finally, this goal also implies increased cooperation between the postsecondary education community and the elementary and secondary levels. The preparation that students receive at the elementary and secondary levels will either ill equip or sucessfully prepare them for work in Virginia's postsecondary institutions. In order that Virginia's students might better be able to make the academic transition and to adjust to the social changes, the Commonwealth's institutions of higher education should work in a cooperative manner with elementary and secondary teachers and administrators to ensure that each student receives academic opportunities, commensurate with his interests and abilities, that will prepare him for postsecondary education or training.

IV

Recommendations Toward Implementing the Goals

The goals for Virginia higher education have been presented in the preceding chapter. Realization of those goals can only be achieved if specific actions are taken. This chapter sets forth specific recommendations under the three general headings of *accessibility, excellence,* and *accountability.* The Council's recommendations are presented in bold-faced type.

Accessibility

The 1967 *Virgina Plan* put forth as its first goal, "To provide appropriate opportunities in higher education for all youth who can benefit therefrom." Inherent in this goal was the recognition that the boundaries of knowledge and the educational demands of society were expanding at greatly accelerated rates and a further recognition of the necessity to encourage all youth to consider the need for higher education in terms of their abilities and interests. In 1967 only one of three (33 percent) of Virginia's 18-21 year-old population was enrolled in institutions of higher education. Today, more than one of two (55 percent) are enrolled in institutions of higher education. The original goal of providing "appropriate opportunities" is being realized. Still, Virginia lags significantly behind the nation in its college-going rate because access to those opportunities is limited. Ensuring access to appropriate types of higher education, then, is a problem which faces Virginia during the 1970s. Those barriers which have served to inhibit college attendance must be removed, and higher education must become a reality for those who can benefit from it and wish to participate in it.

In 1966, the General Assembly of Virginia created the Virginia Community College System in response to the need to offer commuting students higher educational programs in vocational, technical, and continuing education, as well as freshman and sophomore offerings for transfer credit in baccalaureate degree programs. In 1973, the community college system is a full reality and colleges are operating in all of the 23 community college districts.

The establishment of a community college system has been a significant factor in increasing student access to higher education. Since 1966, the actual number of students enrolled in the Commonwealth's public and private institutions of higher education has increased from slightly less than 100,000 to almost 177,000. Of this number, the State's community colleges account for more than 52,000, or approximately 30 percent of all students enrolled. The open admissions practice of the Virginia Community

College System has made higher education accessible to many students who otherwise would not have attended. In order to ensure that this opportunity continues, **the Virginia Community College System should continue its present policy of accepting any person who has a high school diploma or is 18 years of age and able to benefit from a community college program.**

At present, nearly 70 percent of the community college students are enrolled in programs designed primarily for immediate employment. Only 30 percent are enrolled in liberal arts or other college transfer programs. While it is expected that some community college graduates who hold recognized transferable degrees will elect to begin working careers as opposed to continuing their formal training, the State's senior institutions should be as accessible as possible to students who contemplate transferring. **The State Council of Higher Education will assist the senior, state-supported institutions in developing a plan which guarantees that a community college graduate holding the Associate in Arts or Associate in Science degree will be admitted to one of Virginia's four-year public institutions in order to pursue a degree program for which he or she is qualified and in which there is space available.**

Community college students have encountered other problems, such as the number of credit hours accepted toward the bachelor's degree. This problem has sometimes worked to restrict access to the senior institutions for holders of the Associate in Arts and Associate in Science degrees. To alleviate these and other similar problems, **the State Council of Higher Education will assist the institutions in developing a full credit transfer policy between the Virginia Community College System and the State's senior institutions for students holding the Associate in Arts or Associate in Science degree.**

Because the community college system represents the entry point to higher education for many students who are not certain about their interest and ability in academic matters, many students complete a two-year degree program designed for immediate employment opportunities (Associate in Applied Science degree) only to find that they wish to continue their formal education in a senior institution of higher education. Much confusion presently exists concerning the academic quality, for transfer purposes, of the Associate in Applied Science degree. Therefore, **the State Council of Higher Education will assist the community college system and the State's senior institutions of higher education in developing a transfer policy for holders of the Associate in Applied Science degree.**

While the community college system and particularly the Associate in Applied Science degree serve to provide an opportunity for students to "try their academic wings," still another major group of learners remains outside the formal higher educational structure. Many adults have never had an opportunity to attend any institution of higher education but have developed highly specialized skills through their experiences. During the past ten years, the higher education community has come to the realization that learning takes place both inside and outside the formal classroom. Moreover, institutions have moved in the direction of recognizing levels of achievement, principally by older adults, prior to entering the classroom.

The State's educational institutions should be encouraged to make increased use of equivalency testing and to consider other ways of granting academic credit for life experiences. In this way the traditional academic "lock-step," which dictates that a student must complete a prescribed curriculum over a designated time period, will be broken, and higher education will become more responsive to the interests and needs of all citizens.

Financial condition continues to have serious implications for making higher education accessible to the citizens of Virginia. A 1969 study estimated that 17 percent of the academically eligible high school graduates in Virginia fail to go on to college because they lacked the necessary financial support. The fact that students from lower income families are less likely to attend college clearly indicates that a significant financial barrier to college attendance in Virginia still persists.

Recent federal developments and recommendations by national study groups indicate that the financing of higher education and the proportion of the cost directly borne by the student are still matters under serious debate. The Education Amendments of 1972 established significant new programs in student financial aid. Basic Opportunity Grants make awards to students which they may take to the institutions of their choice. In addition, the State Student Incentive Grant program provides funds to states which increase their need-based, state-wide grant programs. However, these programs were not fully funded in 1973, and other federal programs were drastically reduced. Moreover, the Education Amendments of 1972 made eligible for federal aid additional postsecondary students who were not formerly eligible to receive awards. There are now more eligible students for the same or fewer dollars. The result is that the amount of federal financial aid coming to Virginia institutions has actually decreased.

Financial condition has serious implications for making higher education accessible.

In Virginia, State student financial aid is provided by the General Assembly through a variety of programs and agencies. A student's financial need is considered for some, but not all, State programs. The 1973 General Assembly created for the first time a state-wide student financial assistance grant and loan program based on need. The program was initially funded at $75,000. Although a beginning, this sum is clearly inadequate in view of the 1969 study which revealed a significantly unmet student financial need. Therefore, **the General Assembly should increase its financial support to the state-wide student financial assistance program which utilizes individual financial need as the primary criterion for award.** Such a program will best meet Virginia's needs and ensure that financial aid dollars flow to students whose financial need is greatest.

As educational costs have continued to mount, the students who have often found themselves caught in the financial squeeze are those from middle income families. Too often these students have found none of the traditional means of student financial support available to them. The federally backed

Guaranteed Loan Program has been one exception. Although it, too, now has a "needs test" associated with it, this program remains the principal source from which students from middle income families may receive assistance. The chief obstacle to the effective functioning of the Guaranteed Loan Program in most states has been a lack of effective participation on the part of lending institutions. The federal government is now attempting to make the program more attractive to them. **Virginia's lending institutions should be encouraged to increase their participation in programs which provide financial assistance to students from middle income families.**

Student financial need is directly related to the student's costs of attending the institution of his choice. The question of who should pay the cost of higher education has recently been raised by the Carnegie Commission. Similarly, the Committee for Economic Development, in its report *The Management and Financing of Colleges,* addressed the question of how much of the cost of education should be borne directly by the student. Both studies suggested that public college tuition rates should be increased in order (1) that the student attending a public institution would be forced to assume a greater proportion of the actual cost of his education, and (2) to reduce the difference in tuition costs between public and private institutions. The obvious rationale for the second suggestion is to maintain private educational institutions.

While the continuation of private institutions is certainly desirable, it should not come at the expense of making public higher education less attractive or accessible to those persons who are just now beginning to become involved in the educational process. Virginia, in particular, cannot afford to increase its tuition rate in its publicly supported senior colleges and universities. When compared to neighboring states, the Commonwealth's tuition rate is already high. In fact, the rate is the third highest in the 14 state area included under the Southern Regional Education Board. In 1972-73, a student in Virginia's four-year public institutions paid an average of $494 in tuition and $1,570 in total basic costs. The former amount is $65 over the national average and $86 over the SREB area average; the latter sum is $199 over the national average and $266 over the SREB area average. The Carnegie Commission report referred to above found that in the nation as a whole, student fees make up approximately 17 percent of total education and general costs. In Virginia this figure is already at 27 percent. Because of its already high level, **tuition in Virginia's senior state-supported institutions should not be increased significantly at this time. However, the institutions should examine their tuition structures and establish differential tuition by level as appropriate.**

At no time should the tuition cost of attendance at the community college begin to approach that charged by senior public institutions. It is at the community college level where the State guarantees universal access to higher education. This avenue of access should not be endangered by significantly increasing the tuition costs for students electing to enroll in the State's system of community colleges. **A lower tuition rate, relative to that of the State's senior institutions, should be continued for students attending the Virginia Community College System.**

Virginians have long prided themselves on a diverse system of higher education with strong private institutions. Many of these institutions have tuition charges that are already too high and costs that continue to increase. The result is that many have priced themselves out of the reach of large numbers of students. The 1973 General Assembly recognized the problem and inaugurated the Virginia Tuition Assistance Loan Program to make available to private college students loans that would partially offset the tuition differential between the public and private institutions within the State. Although the purpose of the Tuition Assistance Loan Program is to assist students, it is clear that private institutions, as organizational entities, are intended to benefit from the program. Because of this fact, there would seem to be more appropriate methods for providing institutional assistance than indirectly through student loans. In some states, for example, tuition equalization grants are awarded directly to private institutions on the basis of students enrolled in specific programs, for graduates produced, or as direct grants. Other states have contract arrangements with private institutions whereby specialized educational services not otherwise available in the public institutions are provided.

The State should assure the continued viability of its private institutions. This action will provide Virginia students with a wide range of choice and will also use available facilities in the best possible way. A Virginia Constitutional Amendment, allowing for grants to or on behalf of students attending private institutions of higher education and for State contracts with private institutions for educational services, should be supported. As aid to private institutions increases, however, adequate provisions for public accountability should be developed.

Virginians have long prided themselves on a diverse system of higher education.

Financial status does not normally present a barrier to higher education for adults who are fully employed but wish to pursue higher education on a part-time basis. The number of such students is increasing rapidly. This "new clientele" must be served and served effectively.

Continuing higher education courses offered for credit should be of the same quality and result in the same credit being awarded to the student as courses offered on campus during the regular class day. Moreover, the courses should be acceptable toward fulfilling the requirements for degrees. Frequently, a student learns too late that a particular course either will not count toward a degree in the institution offering the course or will not transfer from one institution to another merely because it was taken in a continuing education program.

Obviously some courses involving laboratories and other special purpose facllities should only be offered on the campus. But by and large, institutions should be encouraged to offer courses wherever students who wish to become involved in the learning process are located. **Continuing higher education credit courses offered by an institution should, regardless of time or location, be accepted toward a degree by the parent institution. The full transfer of credit for those courses among all institutions will be more widely encouraged.**

Although Virginia is emerging as a national leader in the field of continuing education, these efforts must be coordinated if all prospective students are to be served effectively and efficiently. The 1972 General Assembly called for the development of a Northern Virginia Consortium, under the auspices of the State Council of Higher Education, to coordinate the continuing education efforts of all institutions offering courses in that metropolitan area of the State. The Council of Higher Education developed a State plan for coordination employing the regional consortia concept. The 1973 General Assembly adopted this concept by providing for the eventual creation of six consortia throughout the State under the direction of the State Council of Higher Education.

One purpose of the consortia is to bring institutions together to avoid unnecessary duplication of effort. Another is to create a mechanism whereby they might jointly work together to provide timely and relevant opportunities for adults who wish to improve their knowledge and abilities on a part-time basis. To date, two of the consortia are operating effectively, two have been recently organized, and preliminary plans have been discussed for beginning the remaining two.

The consortia concept of coordination is new to Virginia. Consortia must be shown to be effective and economical, giving better service to the people of Virginia for the same or less money. Consortia hold significant promise and, therefore, **the Regional Consortia Plan for Continuing Higher Education, which involves both public and private Virginia institutions of higher education, should be fully implemented by the end of 1974.**

With the creation of the regional consortia, the institutions within each region have been provided a mechanism which can now be used to facilitate the development of inter-institutional degree programs to serve the continuing education students. Part-time students wish to earn degrees that are relevant and meaningful to them and yet, because there is an urgency about their work, they demand programs that are flexible and not filled with traditional requirements. **The State Council of Higher Education, operating through the regional consortia, will encourage the appropriate institutions in each consortium to develop nontraditional degree programs, including off-campus programs.**

The recommendations presented above, when fully implemented, should assist in the removal of academic, financial, age and employment barriers to higher education in Virginia. Full access can only be achieved, however, when all citizens are provided an equal opportunity for admission to and participation in the institutions of higher education. To this end, **the State Council of Higher Education will assist the institutions of higher education in vigorously implementing affirmative action efforts for the recruitment and admission of students.** In this way, access to institutions of higher education will become a reality for all Virginians.

Excellence

A recent Carnegie Commission on Higher Education report indicated that a third of the undergraduates and almost all of the graduate students surveyed nationally identified the lack of quality in classroom instruction as one of their major concerns. The Commonwealth of Virginia is fortunate to have a number of highly rated instructional programs and institutions that provide excellence in the activities of teaching, research, and public service. But the sustained excellence and continued improvement of these programs are responsibilities shared by all citizens.

It is difficult to determine what constitutes quality education in classroom instruction or in research, or to delineate precisely how it occurs, because quality education results from a number of factors including student ability and motivation, faculty expertise, and the physical resources that support the teaching-learning process.

Despite the difficulty in assessing quality, educators and legislators are often called upon to indicate where, or in what areas, a state has excellent educational programs and institutions. Too often, attempts are made to prejudge the quality of learning solely on the basis of the number of dollars required to run the educational process. However, quality in higher education cannot be measured merely by the size of the appropriations set aside for the purpose, as important as they are. A closer look must be taken at the results produced by the process. Accordingly, in order to be able to make definitive recommendations to the Governor and the General Assembly on educational quality in higher education, **the State Council of Higher Education will investigate methods to measure quality in higher education by the results produced rather than by the resources expended.**

Although the quality of the educational process may be difficult to measure, it is undoubtedly true that excellence in higher education results, in part, from the activities of outstanding faculty.

The faculty in Virginia's institutions of higher education hold degrees from prestigious institutions throughout the nation. New faculty are recruited from these same institutions, and the quality of instruction in Virginia's colleges and universities depends, in part, upon continued success in recruiting and holding qualified faculty members. Virginia must therefore offer salaries and fringe benefits that are competitive both regionally and nationally. Although Virginia has recognized the need to establish salaries in parity with national averages, this has not been accomplished. In addition, the State's retirement benefits also need improvement. Neither a faculty member nor any other State employee is eligible to receive benefits, except disability, prior to the age of 65, or upon the completion

of 30 years' service at age 60. In the event of a faculty member's death prior to retirement, a faculty member's survivors receive no special benefits other than the amount of funds, plus nominal interest, which the faculty member has paid into the program. In summary, **to ensure the maintenance of quality instruction, faculty salaries and fringe benefits should be competitive with regional and national averages. Current retirement benefits, in particular, should be liberalized.**

One State program which has demonstrably assisted in the recruitment and retention of outstanding faculty in Virginia is the Eminent Scholars Program.

This program allows a unique opportunity for a "partnership in excellence" through the joint use of public and private funds. It gives a participating institution the opportunity to match every endowment income dollar set aside to attract or retain an eminent scholar with one State General Fund dollar earmarked for the same purpose. The one-to-one match provides a direct incentive to a prospective donor to contribute to the instructional program of an institution and to maximize the effect of his contribution for the benefit of students. By the end of the 1972-73 biennium, the program will have attracted the necessary private contributors to generate an income of over two million dollars in salaries for eminently qualified faculty.

The program now operates on a "fixed sum" appropriation which has the effect of offering no guarantee to a prospective donor that the institution will be able to receive a matching grant from State funds. A "sum sufficient" appropriation, on the other hand, would assist an institution in its fund-raising efforts by assuring a donor that all income generated by the Eminent Scholars endowment fund would receive a matching grant. In view of the program's importance to the maintenance of quality higher education, **the State should continue to make available matching funds to support the Eminent Scholars Program and a "sum sufficient" appropriation should be provided to continue the program through the 1974-76 biennium.**

Sustained excellence is dependent not only on those members of a faculty who receive support from the Eminent Scholars program but from the strong commitment of all faculty members to quality teaching. This commitment should be recognized, and **institutions should continue and increase their emphasis on recognizing exemplary teaching as a major criterion for salary increase, promotion in rank, and the granting of tenure.**

In addition to outstanding faculty, an excellent system of higher education offers its students a wide variety of learning opportunities and a broad choice of degree programs.

Although Virginia's institutions have made efforts to introduce new approaches to teaching and learning, there is a need in Virginia for further innovation. A number of educational innovations have developed on the State, national, and international scenes. These non-traditional modes of education are characterized by their flexibility in form, diversity in program options, and difference in styles of learning.

Achieving increased flexibility in form often means instituting degree programs necessitating less time for completion than is normally required.

Perhaps the most common method of time reduction has been through a rearrangement of the academic calendar and courses to make better use of a full calendar year. Virginia's educational institutions can make better use of scheduling techniques and can re-examine the nature and content of courses in order to determine whether the time periods required to complete degree requirements can be shortened without endangering academic quality. **The State Council of Higher Education will encourage, on an experimental basis, the development by the institutions of three-year baccalaureate degree programs and time-shortened professional degree programs.**

There is sufficient diversity of program options in Virginia higher education. In fact, program proliferation is a problem which is addressed separately in this chapter under the recommendations pertaining to *accountability*. However, there is a need to create a special program to meet the needs of the State's superior or gifted students.

The Carnegie Commission's report on *Continuity and Discontinuity* argues that many college freshmen find their first year's college courses repetitive of those in their senior year of high school. This situation arises both from differences in quality among public school systems and from variations in student learning ability. As a result, superior students can lose interest in college and be hampered in the acquisition of knowledge.

Sustained excellence is dependent upon the strong commitment of all faculty members to quality teaching.

It has become apparent in the last several years that higher education must work more cooperatively with elementary and secondary education. One of the more exciting and beneficial ways in which this cooperation could take on substance in Virginia would be through the development of a program for superior high school students in which the courses offered would count toward completion of their high school requirements and simultaneously fulfill some of the requirements for the freshman year in college.

To develop a program option for selected superior students, it is recommended that **the State Council of Higher Education and the State Board of Education should appoint a task force to explore the feasibility of developing a joint 12th grade-college freshman year program for selected superior students from throughout the State.**

The third characteristic of nontraditional education, and one of the most important characteristics of contemporary curricular innovation, is the availability of a variety of styles of learning.

For many students one style which demonstrates the relevance of the educational experience is the service-learning internship. Through this form of "learning by experience" a student is able to receive a limited amount of academic credit by working for a period of time in a state or federal agency, a business, or an industry.

Virginia's institutions have been cooperating since 1970 to identify a small number of internships and make them available to Virginia students during their summer vacations. But to establish a larger program will

require a positive commitment of State funds and resources. Accordingly, **Virginia's institutions of higher education should be assisted in designing additional academic experiences that take the student off campus and serve to demonstrate the relationship between theory and practical application. In this regard, the State should establish a state-wide internship office to coordinate formal service-learning activities.**

Many of Virginia's educational institutions and students are interested in testing some of the new forms of nontraditional learning in order to determine their suitability for Virginia, but the start-up cost of such programs has sometimes been prohibitive. It is for this reason that **the General Assembly should appropriate incentive funds, as a central appropriation to be allocated by the State Council of Higher Education, to encourage and promote instructional innovation by the State's institutions of higher education.**

As the research and public service activities undertaken by institutions of higher education are integrally related and contribute to their educational excellence, it is important that Virginia's institutions fulfill these responsibilities in accordance with each one's mission and dependent upon each one's capability.

Through its research and public service activities, each institution will work toward improving the quality of life in, and the environment of, the Commonwealth. One of the state-wide mechanisms which has been utilized for several years for collectively disseminating information and mobilizing institutional resources is the Council of Higher Education's advisory committee on research and development.

The Research and Development Advisory Committee is one of nine advisory committees which have either been established by the Council or by law to advise the Council. The committee was created in 1969 to review and analyze nonstate sources of higher education assistance, especially federally sponsored programs for research, education and training, and public service programs. One of its principal responsibilities is to keep each institution aware of available assistance. Another is to advise on the feasibility of developing federally or privately supported cooperative programs which require state-wide plans or encourage regional or state-wide consortia. Since its inception, the Committee has been involved in a wide range of programs and activities, and several of its projects have brought national recognition to the State.

One of the original objectives adopted by the Committee was that of cooperating with State agencies, federal agencies, and industry in order to bring together, as appropriate, the resources of those groups with the resources in the educational institutions. In the future, the Committee will further emphasize this objective. Accordingly, **the nature and scope of the State Council of Higher Education's advisory committee on research and development should be broadened by including representatives from other State agencies and from private business and industry.**

One of higher education's public service activities which deserves special note and increased emphasis is the community college system's program in "special training." Under this program, the skilled manpower

needs of present or potential industries in Virginia are identified, and the necessary training in the particular geographical region of the State is provided by a community college. In order to continue to promote the location and expansion of business and industry in Virginia, thereby creating additional jobs and promoting the economic growth of the Commonwealth, **the community college program in "special training" should be continued and expanded by the State as an encouragement to business and industry either to locate in Virginia or to enlarge already existing operations.**

Accountability

In the current language of higher education, "accountability" is one of those words which seems to mean what its users want it to mean and, if they are careful, neither more nor less. Before discussing recommendations which are intended to achieve the goals related to accountability, therefore, it is desirable to clarify the use of the word in *The Virginia Plan.*

The institutions which constitute the higher education system in Virginia and the State Council of Higher Education as the system's coordinating agent must account to the citizens of the Commonwealth and to its elected and appointed officials for efficient and effective use of all resources available to higher education, including both human and material resources. They must demonstrate a willingness to admit students and employ persons from all groups within the population, and to encourage each person to use his or her ability and training to the fullest. The institutions must show that what they do is productive and of service to Virginia. And they and the Council of Higher Education must show that their activities are carefully managed and coordinated. "Accountability" is evidence of public responsibility.

To assure maximum utilization of the State's human educational resources, institutions of higher education must be encouraged to recruit students, faculty, and administrative staff from all groups within the population and to guarantee the full and equal participation of individuals from the groups once they are within the institutions.

When access to higher education is guaranteed to all citizens of the Commonwealth who desire it, a major step has been taken. It remains necessary, however, to guarantee students the right to participate in all activities and programs of the institutions relating to them once they have gained admission to them. Women and minority group students, for instance, should have full and equal access not just to associate and baccalaureate programs but also to graduate and professional programs. In addition, once faculty and administrative staff have been recruited from all groups within the population, their opportunities for full and equal participation in the institution should be guaranteed, including opportunity for advancement and administrative responsibilities.

The higher education community is accountable to the citizens of the State for its curricular offerings. It is obligated to allocate its resources carefully and to respond to the utilitarianism of manpower requirements for the sake of both the Commonwealth and its students. At the same time, the State Council of Higher Education believes that the life-giving roots of learning—the liberal arts and the natural and social sciences—should be carefully nurtured within Virginia's educational system. It matters that Socrates

taught young men to love truth, that Leibniz invented the calculus, that Wordsworth wandered lonely as a cloud, that Jefferson articulated a new hope for mankind. The Council urges, therefore, that as they meet their obligations to be efficient and pragmatic, **the colleges and universities in Virginia's state-supported system of higher education should continue to offer their students ample opportunities and encouragement to explore the liberal arts and sciences and thus to grow as human beings.**

Because the relationship between manpower requirements and higher education curricula is one of the key issues in education at this time, specific emphasis should be given to this relationship. Manpower projections which influence the establishment or elimination of academic programs must consider more than the needs of Virginia alone. Students may be trained in Virginia but enter careers in other states, leaving Virginia's need unfilled. Conversely, students trained in other states will migrate to Virginia, adding to the State's manpower supply. An academic program for which there is little need in Virginia may be the only one of its kind in the region and may fill the needs of the entire region. For these and other reasons, manpower needs should be viewed from a regional and national perspective as well as from that of the State.

The Southern Regional Education Board, which is composed of 14 southern states, undertakes regional studies of manpower needs of various professions. **Virginia should support SREB manpower studies by providing data that may be required. The State Council of Higher Education should use SREB studies and national studies in evaluating curricular additions and changes proposed by the institutions.**

Of course, information about Virginia's manpower requirements is essential in order to develop educational programs within the Commonwealth. In addition to regional and national information, therefore, the higher education community is interested in information about employment opportunities within the State for men and women with varying amounts of college preparation. **The Virginia Employment Commission and the Governor's Manpower Planning Council should continue to coordinate assessments of the State's manpower needs and should expand their efforts to include assessments of the needs for college-educated manpower.** The State Council of Higher Education will coordinate higher education's efforts to meet manpower needs by conducting periodic examinations of selected programs to determine those that contribute to manpower oversupply in particular fields and to advise the institutions as to those areas of oversupply. The Council will likewise identify areas of undersupply and encourage the institutions to develop appropriate programs.

In addition to the work being done by the Virginia Employment Commission and the Governor's Manpower Planning Council, the State Council of Higher Education has received funds to conduct a study to determine Virginia's health manpower needs. This study is currently under way, and the Council recommends that **the Health Manpower Study should be continued during the 1974-76 biennium and one of its products should be a health manpower data base which would be maintained and updated by the State Council of Higher Education for use by all institutions and agencies.**

Eventually, of course, a generalized manpower data base would be desirable; the one produced by the health study could be a prototype for a data base that includes a wide range of professions. Responsibility for developing this generalized manpower data base should not, however, rest with the Council of Higher Education, although the Council would cooperate in its development and be a heavy user of it.

There are professions in which manpower surpluses now exist, and the Commonwealth should reassess its support for academic programs which prepare persons for these professions. For instance, while the great surpluses of elementary and secondary school teachers may be in part exaggerated, there is no doubt that the need for teachers is not as critical as it was ten years ago. As a result, **the State Board of Education should restructure the State Teachers Scholarship Program so that awards are made on the basis of financial need or to students preparing to teach in program areas or geographical areas where there are shortages.** The State Board of Education has already initiated certain important corrective measures. Such a restructuring of the program indicates a flexible and responsive attitude on the part of the State Board of Education as it allocates limited resources where they are needed most.

The relationship between manpower requirements and higher education is a key issue.

Along with an assessment of manpower needs and their relationship to academic programs, the higher education system should account for the productivity of the academic programs offered by the institutions. The number of programs continues to increase despite clear indications that the State's college-age population is leveling off and may in the next decade begin to decline. In 1971 the State Council of Higher Education completed a study of graduate program productivity and identified approximately 100 master's and doctoral level programs that had low productivity or no productivity over the previous five-year period. In the future, **the State Council of Higher Education will conduct a review of program productivity at all levels of higher education every two years.**

In order to make these studies result in demonstrable benefit to the Commonwealth, **the State Council of Higher Education should have statutory power to phase out nonproductive programs at whatever level they are identified.**

As the rate of growth in higher education slows in Virginia and across the nation, one way to offer a wide range of academic programs at a minimum cost is to enter into cooperative agreements which link public and private institutions and even state systems of higher education together in order to share scarce resources. **The use of contractual agreements to satisfy degree program needs should be further promoted among public and private institutions within the State and, through regional organizations such as the Southern Regional Education Board, with other states and their institutions.** Virginia presently has contracts with institutions in other states to provide

education for Virginia students in such professions as veterinary medicine, dentistry, and forestry. These contracts are coordinated by the Southern Regional Education Board. Working with SREB, the State should undertake to expand the kinds of contractual services obtained from institutions in other states, especially in the expensive areas of optometry and library science.

The member states of the Southern Regional Education Board recently agreed to the formation of an Academic Common Market. This device will permit students from one member state to enroll in certain graduate academic programs offered by institutions in other member states without being charged the out-of-state tuition rate. The Council of Higher Education supports the Academic Common Market and recommends that **the General Assembly should authorize Virginia institutions to waive out-of-state tuition for a limited number of programs designated by the State Council of Higher Education, so that Virginia students can participate in the Academic Common Market.**

A key to accountability is strong coordination of the efforts of Virginia's institutions of higher education. In order to achieve this coordination, **the General Assembly should give the State Council of Higher Education statutory authority to approve long-range plans and changes in institutional missions, terminate unnecessary academic programs, approve enrollment projections, review and make recommendations about institutional budget requests, and formulate budget guidelines.** The need for statutory authority in these areas is discussed more specifically in Chapter V of *The Virginia Plan,* "Governance and Coordination of Higher Education in Virginia."

The Federal Education Amendments of 1972 provide for the establishment of state-wide planning commissions for all postsecondary education. Section 1202 of the 1972 amendments provides for the establishment of a commission which must be "broadly and equitably representative" of the general public and the postsecondary educational institutions in the State.

When this section of federal law is implemented, **the State Council of Higher Education should be designated as the State's postsecondary commission for all activities referred to in or imposed by Section 1202 of Public Law 92-318 (1972 Educational Amendments Act).** This commission, if established, will in effect become the all-inclusive planning agency for all public and private postsecondary institutions in the State. It will not govern them, however, but will continue as a strong coordinating agency.

Whether or not the 1202 commissions are established, there is a great need for increased planning and coordination among all segments of postsecondary education. As an indication of the need for a single, comprehensive, coordinating agency, under the present organization of Virginia's government the Education Assistance Authority (Virginia's guaranteed loan program), the Education Loan Authority, and the College Building Authority are regarded as more financial in nature than educational. Consequently, they are separate agencies placed under the Secretary of Finance. But the Education Assistance Authority is the

coordinator of a student financial assistance program that is established by federal law and in which students from all of Virginia's institutions of higher education may be participants. The Education Loan Authority, when it is fully in operation, will serve Virginia's students in ways similar to the Tuition Assistance Loan Program and the College Scholarship Assistance Program which are administered by the Council of Higher Education. The general purpose of the College Building Authority is similar to that of the Commission on Higher Education Facilities which was established to fulfill the State's responsibility under federal law to provide funds for educational facilities and equipment. While the College Building Authority is under the Secretary of Finance, the Commission on Higher Education Facilities is under the Secretary of Education.

Clearly, effective coordination of these various state agencies, all of which perform roles of importance to higher education, is essential if higher education is to be accountable for its activities. **The State Council of Higher Education should be statutorily responsible for coordinating all State activities pertaining principally to higher education. In this capacity the Council should coordinate the activities of the Education Assistance Authority, the Higher Education Facilities Commission, the College Building Authority, the Education Loan Authority, as well as the two programs of student financial assistance currently under Council direction, the Tuition Assistance Loan Program and the College Scholarship Assistance Program.**

A key to accountability is strong coordination of the efforts of Virginia's institutions.

Greater coordination should also be achieved between secondary education and higher education. The learning process continues as students move from secondary education to higher education. Organizationally, however, there is a discontinuity because the two levels of education are administered separately. **An inter-agency task force should be established between the State Council of Higher Education and the State Board of Education to improve the coordination between secondary and postsecondary education.** There are many needs which could be addressed by such a task force. One is the need for coordinated career counseling; another is the need to ease the transition between high school and college. Still another need is for specific services required by either academically gifted students or those needing additional preparatory work to succeed in college. An inter-agency task force could develop proposals for action which would be implemented by institutions of higher education and local school systems.

One area in which there is significant duplication of effort and facilities is occupational-technical education. Both the Virginia Community College System and the State Department of Education are charged with overlapping responsibilities in providing post-high school occupational-technical education. **Present efforts by the State Department of Education and the Department of Community Colleges to develop a plan which will eliminate unnecessary**

duplication in occupational-technical education should be accelerated. The Council of Higher Education will assist in any way possible to develop such a plan.

As a coordinating agency, the State Council of Higher Education is concerned not only with the relationships between other state agencies whose work affects higher education, but also with promoting the shared use of resources within the system of higher education. The Council of Higher Education is presently participating in efforts to develop a plan for the use of computers and other data processing equipment by Virginia's institutions of higher education. One concern is to make available to each institution management tools which can increase its operating efficiency. Another concern is to establish common, automated reporting systems so that the data from all institutions can be easily correlated by the State Council of Higher Education. A third concern is to make available to each institution the computer-based instructional aids which are developed or used by other institutions within the system. The overall goal of such a plan is to provide the best possible computer service to higher education at the least possible cost.

The State Council of Higher Education frequently acts on behalf of the institutions which comprise the Virginia system of higher education. To ensure that the Council's actions take into consideration the positions of the respective institutions, advisory committees concerned with such areas as instructional programs, admissions, libraries, and health education have been in existence for several years. Seven of the eight functional advisory committees are composed of institutional administrators designated by their respective presidents. The membership of the Committee on Education for Health Professions and Occupations is designated by State law. A ninth committee, the General Professional Advisory Committee, is made up of the presidents of the 15 senior, state-supported institutions and the Chancellor of the Community College System. Virginia's private institutions are represented on most of the advisory committees.

The present advisory committees, except for the General Professional Advisory Committee, have been organized around specific functions or areas of concern. The State Council of Higher Education believes, however, that its advisory committees should more widely reflect the concerns of the State's postsecondary community. Therefore, **the State Council of Higher Education will re-evaluate its present advisory committee structure to consider wider representation from the postsecondary educational community.**

Finally, the State Council of Higher Education must ensure that the various kinds of institutions within the higher education system provide the services for which they are best suited and that no more institutions exist than are needed to provide those services. Virginia presently has 15 senior, state-supported institutions, 23 community colleges, and one two-year liberal arts college. Of the 15 senior state-supported institutions, four are authorized to offer only the baccalaureate degree, six are authorized to offer the baccalaureate and master's degrees, and the remaining five are authorized to offer the baccalaureate, master's, and doctoral degrees. The 23 community colleges are spread throughout the State on 31 separate

campuses so that college-level work is available within commuting distance of each citizen of the State. In addition to the state-supported system, there are more than 30 private institutions in Virginia. It is the opinion of the Council that the present number of state-supported institutions is sufficient to meet the needs of the Commonwealth's citizens. Therefore, **Virginia has a sufficient number of institutions of higher education, and should establish no additional ones at this time.**

Given the number of institutions and their wide distribution, the senior, state-supported institutions should, in general, not duplicate the offerings of the community colleges. The State Council of Higher Education recommends that **in general, senior public institutions of higher education should not offer two-year degree programs or off-campus lower level courses.**

This chapter has presented a number of recommendations which, if acted upon by the appropriate groups or individuals, will improve the accessibility, excellence, and accountability of higher education in the Commonwealth. Not all of the recommendations introduce new programs or ideas. Many call attention to the benefits of existing activities and reaffirm a need for their continuation. But new ideas are offered to enable the Commonwealth to continue its record of progress in higher education.

Finally, the recommendations are, in general, not directed toward the needs of specific institutions but toward the overall requirements of Virginia's total system of higher education. This is the perspective which must be taken by the Council of Higher Education if the Commonwealth is to have a "vigorous, progressive and coordinated system of higher education."

V

Governance and Coordination of Higher Education in Virginia

The governance of Virginia's higher education system of both public and private colleges and universities has involved substantial, and in some cases complete, autonomy for each institution. Each of the 31 privately controlled institutions of higher education in Virginia has its own autonomous governing board. The private colleges and universities have representation on several advisory committees of the State Council of Higher Education for Virginia and are appropriately included in many of its data gathering and planning activities for higher education. The Council of Higher Education, however, has limited or no legal authority or responsibility for coordinating the efforts of Virginia's private institutions of higher education.

For the public sector of Virginia's higher education, 11 of the senior state-supported institutions have their own individual governing boards which are responsible for only one institution. In addition, the University of Virginia's governing board also governs another senior institution, Clinch Valley College. The governing board for The College of William and Mary also governs Christopher Newport College, a senior institution, and Richard Bland College, a two-year institution.

The remaining 23 state-supported institutions are community colleges, all of which are governed by a single major sector board, the State Board for Community Colleges. This sector board and the senior college boards govern the state-supported system of higher education which is coordinated by the Council of Higher Education.

Governing boards of Virginia's state-supported institutions are appointed by the Governor with confirmation by the General Assembly. By statute, they are responsible for the effective operation of the institutions. Each board is responsible for setting broad operational policies for the institution and for the appointment of the president.

The responsibilities of institutional governance and state-wide coordination are closely interrelated, and all but one of the 50 states have either governing or coordinating boards for higher education. Whether it is a coordinating or a governing board, the objective of a state-wide board should be to organize the total higher educational system in a way which fosters the individuality of institutions which meet differing aspects of a state's total need, while at the same time accomplishing state-wide objectives and observing state-wide priorities and policies. There is no agreement, either in practice or theory, that any one system of state-wide structure for coordination and governance of higher education is inherently better than any other.

It is the view of the Council of Higher Education that the best system of governance and coordination for Virginia higher education is one of centralized coordination at the state level rather than centralized governance. There are many reasons for this position. The large number and varying types of state-controlled institutions and the question of how effectively and efficiently a central governing board could administer all of them are significant factors. The advantage of involving the largest possible number of knowledgeable lay persons in the development of higher education is also a strong consideration. In addition, even American business practice, so often pointed out as an example to higher education administrators, is coming to the conclusion that decentralized operational approaches are the most effective as long as they are guided by overall policies and procedures which ensure the achievement of the objectives and protect the interests of the total enterprise. The closer the manager or administrator is to the operation, the more informed and better decisions he can make. The Council of Higher Education also believes that a certain degree of competition among institutions is healthy.

Another major reason for the Council of Higher Education's support of a structure of state-wide coordination and institutional governance is the need for increased emphasis on planning, particularly at the state level, a need which will grow more urgent in the next two decades. A consensus seems to exist that a coordinating board is the most effective state-wide approach for planning purposes. In short, the strength needed at the state level to meet most effectively the problems of the next ten years is strength in planning an orderly approach to meet higher education needs. The needed functions of state-wide evaluation and planning

will receive more attention from a coordinating board than from a state-wide governing body weighted down with the problems of operating a great many institutions. Institutions will exhibit greater imagination and capability in dealing with their special opportunities and problems when a maximum of authority consistent with system-wide goals and priorities is vested at the institutional level.

In order to plan effectively, however, and to guide the implementation of its planning, the Council of Higher Education must have increased responsibility to define institutional missions, determine academic programs, and establish levels of enrollment—all of which must be coordinated within a state-wide plan for higher education opportunities. Along with this responsibility, the Council must have a stronger and more specific role in determining capital and operating budgets. In addition, the Council of Higher Education should assume responsibilities in an area which will be crucially important in the 1970s—educational innovation. A key factor in the effective coordination of the relatively limited resources which may be available during the 1970s will be the adoption and development of quality, cost-effective approaches to delivering higher education services.

In May, 1973, the Council of Higher Education adopted a position paper on "Governance and Coordination of Higher Education." This paper presented specific recommendations for those areas where the Council of Higher Education's responsibilities would need to be increased if a coordinated system of higher education were to be maintained, rather than a controlled one established. Those recommendations are presented here in a very condensed form:

INCREASED RESPONSIBILITY FOR ACADEMIC PROGRAM DEVELOPMENT

State institutions must now submit proposed degree programs to the Council of Higher Education for its approval before they may be initiated. During the recent period of rapid growth and development, many new programs were added to meet the needs of increased numbers of students. Now, in light of the present and projected enrollment and manpower data, as well as the availability of existing resources, academic program allocation is more critical than ever. In addition to the Council of Higher Education's existing authority to review and approve newly proposed programs, it should have the authority to terminate those programs which are nonproductive.

INCREASED RESPONSIBILITY FOR ENROLLMENT PROJECTIONS

The 1960s were a time of unprecedented higher education enrollment growth in Virginia, but in the 1970s the enrollment growth, while continuing, will do so at a much slower rate. In many states enrollments have already plateaued. This is projected to occur in Virginia by the late 1970s. It is expected that enrollments will actually begin to decline by the early 1980s. This situation of less dramatic but sizable growth in the mid-1970s and no growth in the 1980s points clearly to the necessity that Virginia's enrollment projections be coordinated. Enrollment growth must be carefully coordinated to assure that resources committed in the 1970s are needed and are where the students will be in the 1980s. Equally critical is the fact that with an identifiable and declining number of potential students, enrollment growth at any one institution will affect the enrollment at other institutions and within the system as a whole. For these reasons, the Council of Higher Education should be responsible for approving enrollment projections for Virginia's state-supported institutions.

INCREASED RESPONSIBILITY FOR LONG-RANGE PLANNING

If Virginia higher education is to be "sound, vigorous, progressive and coordinated," Virginia must have the benefit of increased and coordinated long-range planning. If the citizens of the State are to be served effectively, the complete range of higher education opportunities must be provided, but should not be unnecessarily duplicated. The key to a coordinated system of higher education rests

with the development of diverse and unique missions for each of the several state-supported institutions of higher education. To ensure the necessary educational services and to provide a coordinated system, these mission statements should be approved by the Council of Higher Education. The Council should be required to incorporate approved mission statements into a formal master plan for higher education and submit a comprehensive plan to the Governor and General Assembly on a biennial basis. This process would ensure citizen participation and public discussion of the major issues surrounding higher education.

INCREASED RESPONSIBILITY FOR INNOVATION IN HIGHER EDUCATION

At present no state-wide agency has responsibility for developing or encouraging educational innovation in Virginia's institutions of higher education. Because no state-wide systematic mechanism exists through which institutions can initiate innovative programs, innovations are undertaken largely through the utilization of federal grants obtained for that purpose. In addition to serving the traditional college-age students, higher education is increasingly serving a "new clientele" primarily of working adults, and this also will necessitate greater educational innovation. With adequate planning, coordination, and evaluation, the innovative introduction of new teaching methods may provide cost savings, improve the quality of instruction, and serve to individualize learning. To promote educational innovation, "seed" money should be provided in a central appropriation clearly identified for the development of innovative programs in and by Virginia's state-supported institutions of higher education. Institutions should bear full responsibility for developing and sustaining these innovations with the Council of Higher Education serving as the central agency to administer the funds and assist in the evaluation of the results of their use.

INCREASED RESPONSIBILITY FOR BUDGETARY REVIEW

During the next decade as the demand for financial resources increases, educational priorities must be determined. The Council of Higher Education, as the planning and coordinating agency for state-supported institutions of higher education in Virginia, should have increased responsibilities for conducting a coordinated review of budget requests from individual institutions to assure equitable allocation and the most efficient and effective utilization of the resources committed to higher education.

Certainly the exercise of any of the above mentioned functions by a central board is to some degree antithetical to institutional autonomy. However, with a central coordinating board working in conjunction with the institutional governing boards, any loss of autonomy is measurably less than under a single central governing board. A strengthened Council of Higher Education can bring about effective coordination while preserving the best of institutional autonomy within a framework of public accountability. Effective leadership can provide to Virginia the preferred coordinated system of higher education rather than either a fragmented system which can result where there is no coordination, or a rigid, inflexible system which may exist in a centrally controlled situation.

VI

Plans for the Coordination of Higher Education in Virginia

Institutional Development and Issues

The future development of Virginia's institutions of higher education must be viewed within the context of state and national population statistics, college attendance rates, economic pressures, and increased uneasiness with the idea that college is necessarily the pathway to a better livelihood. Viewed within this context, it is apparent that higher education in Virginia and across the nation has entered into a period which is, compared to the past 25 years, one of consolidation with relatively modest and very cautious growth.

During this century the growth of Virginia's population in terms of absolute numbers was relatively stable until 1940. Since 1940, however, the population has experienced significant growth, increasing by almost 74 percent. From 1940 to 1950 the increase was 23.9 percent, from 1950 to 1960 it was 19.5 percent, and from 1960 to 1970 it grew 17.2 percent. The rate of population increase in Virginia has exceeded that of the United States during these last three decades. During the 1960s it increased by about 69,000 persons a year and at an annual rate of 1.6 percent, so that in 1970 the census placed the population at 4,648,494. Approximately one-fourth of the overall increase was due to in-migration.

Virginia had a predominantly rural population until the late 1940s. Since 1950, however, the urban population has exceeded that of the rural areas. This trend will continue into the future and has significant meaning for higher education.

By 1970, 58 percent of Virginia's population lived in six metropolitan areas. Northern Virginia, a part of the Washington, D. C., metropolitan area, contained 911,000 people. Richmond, the State's capital and largest manufacturing area, contained 516,000. Hampton Roads, including the Norfolk-Portsmouth and Newport News-Hampton metropolitan areas, is the location of military installations and port facilities and is also a manufacturing center with a population of 988,000. Roanoke, with 179,000 people, is the manufacturing, trade, and transportation center of Western Virginia. Lynchburg, ranking third in manufacturing employment, had a population of approximately 122,000.

Virginia also has smaller urban areas ranging in size from 26,000 to 127,000 people which, when taken together, account for 18 percent of Virginia's population. The remaining 24 percent of Virginia's population live in 100 other communities of less than 10,000 people, or live on farms.

The decade of the 1960s was a period of significant growth for Virginia's population. During the 1970s, this growth will continue so that by 1980 the State's population is projected to grow to 5,415,000, a 16.5 percent increase over 1970. An extended projection indicates that by 1990 Virginia will have 6,284,000 citizens. Continued growth will be greatest in that area of the State often referred to as the "urban corridor," as well as the areas surrounding the cities of Charlottesville and Roanoke. "Urban corridor" is the term used to describe that section of Virginia extending from the northern Virginia part of the Washington metropolitan area, south to the Richmond-Petersburg-Hopewell complex, and then southeast to the cities of Hampton Roads. It includes four of the six metropolitan areas of Virginia, and is the most rapidly growing section of the State. The remainder of the State will grow overall, but at a comparatively slower rate with some areas—notably the Eastern Shore, South Central, and Southwestern Virginia—actually losing population.

More important to the development of higher education than overall population growth, however, will be that segment of Virginia's population which provides by far the majority of college enrollment. Projections show that the 18 to 21 year-old population will grow from the 1970 level of 325,400 to a peak of 386,300 in 1978 and thereafter taper off to a level of 384,100 in 1980 and 358,699 in 1985. The 18 to 24 year-old population will increase from the 1970 level of 561,400 to a peak

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of 672,000 in 1981 and then decline to 644,200 by 1985.

This pattern of reaching a peak and then declining is the logical result of fluctuation in the crude birthrate in the State from 1945 to 1967. (This time span covers the period when all who will be 18 to 21 or 18 to 24 sometime during the 1970-1985 period were born.) The birthrate shows pronounced decline in the 1960s. From 1945-46 to 1961-62, the crude birthrate never fell below 24 per thousand and was as high as 27.3 in 1947-48. From 1962-63, the birthrate fell steadily from 23.3 to 18.5 in 1966-67. These declines are reflected in the rather sharp drops in the college age population in the early 1980s.

The basic data utilized to project Virginia college enrollment through 1982 were the 18 to 21 and 18 to 24 year-old populations of Virginia. It was then necessary to develop reasonable assumptions about the future college-going rate of Virginians (the proportion of the population which will enroll in higher education), the proportion of those expected students who would go out-of-state to college, those who would attend private Virginia institutions, and those who would attend Virginia's state-supported colleges and universities. In addition, it was necessary to make certain assumptions concerning the number of out-of-state residents who will be coming into the state to attend both state-supported and private colleges and universities.

Two series of projections were developed (Table 1), both of which used the same population base data but each based on different sets of assumptions. The primary difference in the two sets of assumptions was with respect to the projected college-going rate throughout the period from 1972 through 1982. In summary, the Series 1 projections estimate that the college-going rate (using the 18 to 21 year-old population as a basis for comparison) will increase from almost 53 percent in 1972 to approximately 60 percent by 1982. The Series 2 projections assume more optimistically that the college-going rate will approach 65 percent. It should be emphasized that the college-going rates cited are only relationships developed by dividing total enrollment, which is made up of persons of all ages, by the 18 to 21 year-old population base. This is an accepted and widely used technique where age distribution of college enrollment is not precisely known. It does not however, mean that 60 percent of the 18 to 21 year-olds will be attending college. It is merely a relationship useful for estimating college attendance.

The projections developed show that higher education enrollment will increase throughout the 1970s, but at a decreasing rate of increase which recognizes the already known influence of population trends. They project an increase from a headcount enrollment of 135,936 students in the fall of 1972 to between 191,067 and 208,410 students in the fall of 1982 for state-controlled institutions alone. When the private sector is included, the projection is between 223,718 and 241,061 students by 1982 compared to 165,146 students for all Virginia institutions in 1972. By the 1980s, however, a nongrowth situation for higher education will probably have been reached with the possibility of a subsequent period of moderately decreasing enrollments. (See graph, Table 1-A.)

It cannot be emphasized too strongly that these projections are predicated on a number of assumptions. Any major changes which would affect the validity of the assumptions could alter these projections considerably. It should also be noted that these projections should be considered as enrollment trends and should not be construed as actual absolute numbers. The primary purpose of the projections is their use as planning guides. They must be constantly reviewed in light of changing conditions. Of course, the earlier projections will have a greater degree of accuracy than those for later years in the projection period.

A more detailed explanation of the statewide projections for Virginia higher education and the manner in which they were developed is presented in the State Council report, *Higher Education Enrollment and Projected Enrollment, 1960-1982.*

The period of consolidation into which higher education is moving will be marked by rapidly increasing cost of higher education and comes at a time when state legislatures across the nation are showing increased interest and concern over making higher education more accountable for its activities. It comes at a time of growing dissatisfaction with present methods of funding all postsecondary education and a

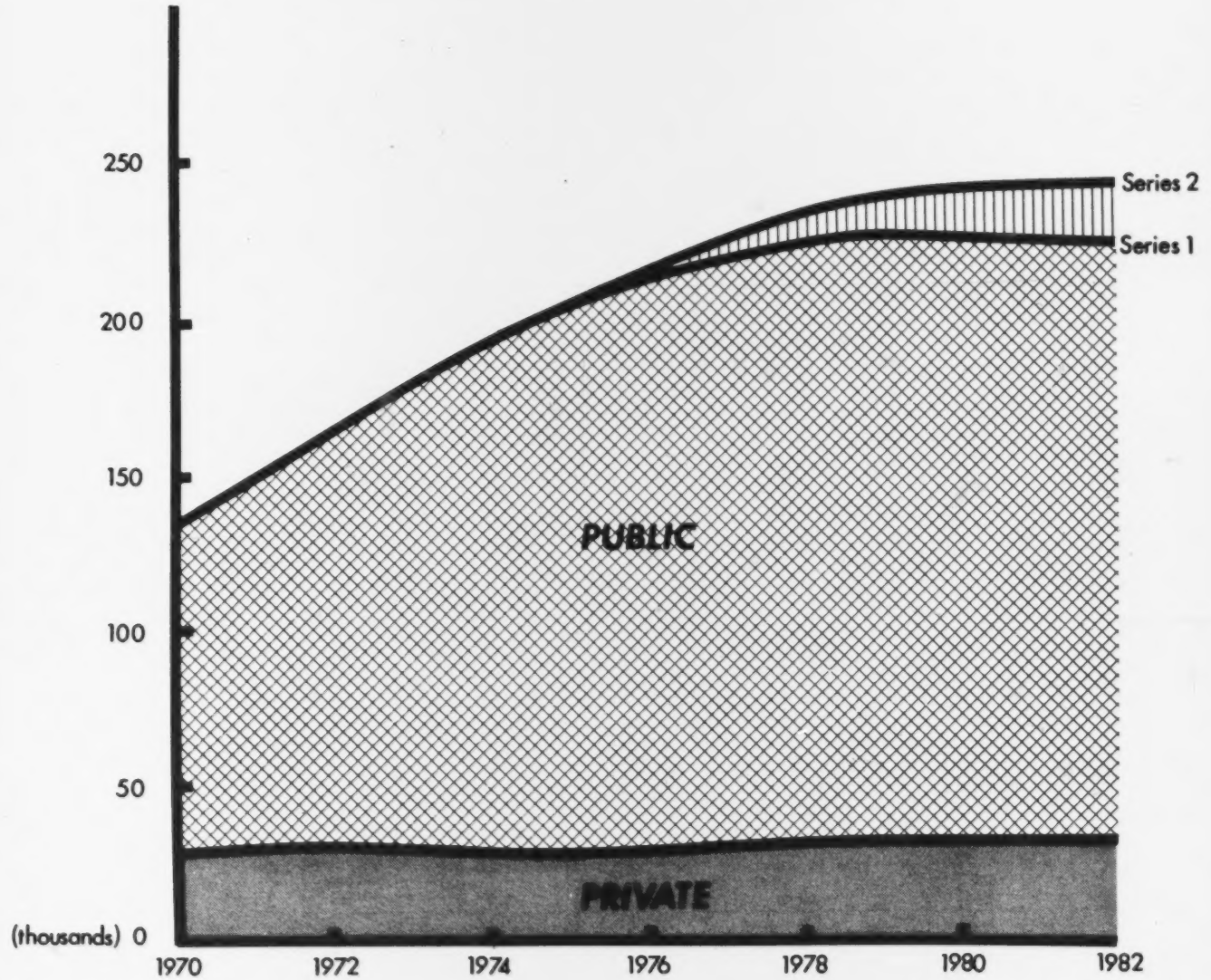
TABLE 1
PROJECTED ENROLLMENT FOR VIRGINIA'S INSTITUTIONS OF HIGHER EDUCATION, 1972-1982

Fall of Year	Series 1							
	Private Institutions			State-Controlled Institutions				All Institutions
	In-State Headcount	Out-of-State Headcount	Total Headcount	In-State Headcount	Out-of-State Headcount	Total Headcount	Full-Time-Equivalent	Total Headcount
1972	16,416	12,794	29,210	118,128	17,808	135,936	114,065	165,146
1973	16,744	13,050	29,794	130,804	19,029	149,833	125,264	179,627
1974	17,079	13,311	30,390	144,037	20,192	164,229	134,604	194,619
1975	17,421	13,577	30,998	152,506	20,710	173,216	139,491	204,214
1976	17,769	13,849	31,618	161,177	21,227	182,404	146,543	214,022
1977	18,125	14,125	32,250	166,268	21,282	187,550	150,678	219,800
1978	18,487	14,408	32,895	170,739	21,328	192,067	154,307	224,962
1979	18,635	14,523	33,158	172,152	21,223	193,375	155,357	226,533
1980	18,542	14,450	32,992	171,498	20,745	192,243	154,441	225,235
1981	18,550	14,457	33,007	171,971	20,821	192,792	154,793	225,799
1982	18,350	14,301	32,651	170,432	20,635	191,067	153,408	223,718

Fall of Year	Series 2							
	Private Institutions			State-Controlled Institutions				All Institutions
	In-State Headcount	Out-of-State Headcount	Total Headcount	In-State Headcount	Out-of-State Headcount	Total Headcount	Full-Time-Equivalent	Total Headcount
1972	16,416	12,794	29,210	118,128	17,808	135,936	114,037	165,146
1973	16,744	13,050	29,794	130,804	19,029	149,833	125,245	179,627
1974	17,079	13,311	30,390	144,037	20,192	164,229	134,487	194,619
1975	17,421	13,577	30,998	152,548	20,710	173,258	139,455	204,256
1976	17,769	13,849	31,618	162,673	21,227	183,900	147,653	215,518
1977	18,125	14,125	32,250	172,186	21,282	193,468	155,335	225,718
1978	18,487	14,408	32,895	179,461	21,328	200,789	161,213	233,684
1979	18,635	14,523	33,158	183,532	21,223	204,755	164,398	237,913
1980	18,542	14,450	32,992	185,618	20,745	206,363	165,689	239,355
1981	18,550	14,457	33,007	187,977	20,821	208,798	167,644	241,805
1982	18,350	14,301	32,651	187,775	20,635	208,410	167,332	241,061

TABLE 1-A

Projected Headcount Enrollment In Virginia Institutions of Higher Education



disinclination to increase the percentage of state general fund revenues appropriated for that purpose. Other significant factors which will significantly affect higher education are beginning to manifest themselves. The hitherto unquestioned assumption that a college education is economically advantageous has at last been called into question. The need for college educated manpower is no longer as demonstrable as it once was. There is an increasing tendency to look for alternatives to colleges and universities in seeking postsecondary education. Large corporations are assuming increased responsibility for the job preparation of their own employees. Proprietary institutions are capturing a greater portion of the postsecondary education market and federal policy appears to support their efforts.

In summary, the pool of potential students will grow relatively slowly over the next decade and will then stabilize or decrease for another decade before beginning to grow once again. At the same time, large corporations and proprietary institutions have entered into competition with colleges and universities for a share of this pool.

The implications of this situation for the institutions that make up Virginia's system of higher education can be succinctly summarized: proceed with caution. The collective enrollment of these institutions will grow between 55,000 and 72,000 students during the coming decade, and some institutions must clearly add facilities and resources to handle the enrollment growth. But the facilities and additional resources must be targeted to the right institutions, at the right locations, and for the right academic programs. During periods of rapid growth it is possible to compensate for overbuilding and excess resources simply by growing more rapidly. But this option will not be available during this decade or the next.

Resources must be managed more effectively, and duplication of academic programs and facilities must be avoided wherever possible. More attention must be paid to determining the actual costs of various educational activities. and to measuring costs relative to benefits. Local, state, regional, and national manpower needs must be monitored closely and given careful consideration both in determining curricula and in advising students. Wherever possible cooperative arrangements should be sought between institutions and between states in order to avoid the unnecessary duplication of educational resources and facilities.

The institutional planning statements which are presented in this chapter of *The Virginia Plan* have been designed to fit within the context we have described. They are cautious and, on the whole, moderate. They indicate responsible patterns of growth and reflect an intention to remain as flexible as possible to meet the changing needs of the coming decade. In addition, they show proper concern for the preservation of institutional integrity and diversity.

Several issues which are of considerable interest are not discussed in the institutional planning statements, but are discussed here because they have system-wide significance.

The State Council of Higher Education recognizes that its judgments about these issues will be revised with the passage of time and the alteration of circumstances. For this reason, *The Virginia Plan* will be updated at least every two years, and the judgments will be modified as appropriate.

VIRGINIA'S LAW SCHOOLS

Presently there are two state-supported law schools in Virginia: the University of Virginia School of Law and the Marshall-Wythe School of Law at The College of William and Mary. There are two private law schools: The T. C. Williams School of Law at the University of Richmond, and the Washington and Lee School of Law. At least two state-supported institutions of higher education, George Mason University and Virginia Commonwealth University, have expressed an interest in establishing an additional school. However, it is the judgment of the State Council of Higher Education that an additional law school is not needed in the Commonwealth in the foreseeable future.

Virginia has the fourteenth largest population among the 50 states. It is also fourteenth in the number of lawyers and twelfth in the number of law school graduates among the states (Table 2).

Among the 14 states which are members of the Southern Regional Education Board,

TABLE 2
STATES: POPULATION-LAWYER RATIO, 1970

State	Population	Number of Lawyers	Population Per Lawyer	Rank in Country		Percentage		Percentage Change 1963-1970	
				Population	Number of Lawyers	Of U.S. Population	Of U.S. Lawyers	Population	Lawyers
ALABAMA	3,444,000	3,537	974	21	28	1.70	1.00	-2.08	16.30
ALASKA	302,000	466	648	51	51	.15	.13	11.03	51.30
ARIZONA	1,772,000	2,769	640	33	31	.87	.78	9.52	24.00
ARKANSAS	1,923,000	2,107	913	32	35	.95	.59	-1.64	9.34
CALIFORNIA	19,963,000	34,248	583	1	2	9.82	9.64	5.52	20.53
COLORADO	2,207,000	4,665	473	30	24	1.09	1.31	11.63	16.56
CONNECTICUT	3,032,000	5,583	543	24	19	1.49	1.57	5.46	15.63
DELAWARE	548,000	736	745	47	48	.27	.21	7.03	19.96
DISTRICT OF COLUMBIA	757,000	16,112	47	41	6	.37	4.54	6.31	11.46
FLORIDA	6,789,000	11,510	590	9	11	3.34	3.24	14.21	20.53
GEORGIA	4,590,000	6,140	748	15	16	2.26	1.73	2.94	12.37
HAWAII	770,000	906	850	40	42	.38	.26	7.24	36.65
IDAHO	713,000	848	841	43	43	.35	.24	2.74	10.27
ILLINOIS	11,114,000	22,036	504	5	3	5.47	6.20	3.66	8.49
INDIANA	5,194,000	5,778	899	11	18	2.56	1.63	5.61	10.98
IOWA	2,825,000	4,020	703	25	26	1.39	1.13	2.84	5.51
KANSAS	2,249,000	3,458	650	28	29	1.11	.97	-.04	11.04
KENTUCKY	3,219,000	3,875	831	23	27	1.58	1.09	1.13	9.00
LOUISIANA	3,643,000	5,502	662	20	20	1.79	1.55	1.11	14.03
MAINE	994,000	1,130	880	38	40	.49	.32	1.12	10.78
MARYLAND	3,922,000	7,447	527	18	13	1.93	2.10	8.55	15.20
MASSACHUSETTS	6,689,000	12,905	518	10	8	3.29	3.63	24.26	13.66
MICHIGAN	8,875,000	11,753	755	7	10	4.37	3.31	5.98	14.98
MINNESOTA	3,805,000	5,844	651	19	17	1.87	1.64	6.40	12.64
MISSISSIPPI	2,217,000	2,766	802	29	32	1.09	.78	-4.73	10.41
MISSOURI	4,677,000	7,962	587	13	12	2.30	2.24	3.75	3.51
MONTANA	694,000	1,072	647	44	41	.34	.30	-1.14	10.51
NEBRASKA	1,484,000	2,679	554	35	33	.73	.75	3.85	6.09
NEVADA	489,000	773	633	48	47	.24	.22	7.71	27.13
NEW HAMPSHIRE	738,000	823	897	42	45	.36	.23	8.37	17.57
NEW JERSEY	7,168,000	11,999	579	8	9	3.53	3.38	3.91	14.29
NEW MEXICO	1,016,000	1,319	770	37	39	.50	.37	5.87	14.49
NEW YORK	18,191,000	55,946	325	2	1	8.95	15.75	.37	7.18
NORTH CAROLINA	5,082,000	4,638	1,095	12	25	2.50	1.31	1.64	8.38
NORTH DAKOTA	618,000	809	764	46	46	.30	.23	4.92	8.59
OHIO	10,652,000	17,001	627	6	5	5.24	4.79	3.37	8.25
OKLAHOMA	2,559,000	5,056	506	27	22	1.26	1.42	4.11	4.14
OREGON	2,081,000	3,207	611	31	30	1.02	.90	6.45	12.72
PENNSYLVANIA	11,794,000	14,418	818	3	7	5.80	4.06	1.83	11.64
RHODE ISLAND	950,000	1,390	683	39	37	.47	.39	5.79	14.78
SOUTH CAROLINA	2,591,000	2,379	1,089	26	34	1.28	.67	.19	13.61
SOUTH DAKOTA	666,000	826	808	45	44	.33	.23	-2.35	10.87
TENNESSEE	3,924,000	5,184	757	17	21	1.93	1.46	1.06	8.65
TEXAS	11,197,000	19,074	587	4	4	5.51	5.37	4.14	16.78
UTAH	1,059,000	1,367	775	36	38	.52	.38	5.06	8.40
VERMONT	445,000	611	728	49	49	.22	.17	9.88	19.10
VIRGINIA	**4,648,000**	**6,893**	**674**	**14**	**14**	**2.29**	**1.94**	**3.12**	**18.86**
WASHINGTON	3,409,000	4,671	730	22	23	1.68	1.32	13.40	14.37
WEST VIRGINIA	1,744,000	1,820	958	34	36	.86	.51	2.79	3.05
WISCONSIN	4,418,000	6,697	660	16	15	2.17	1.88	6.18	7.37
WYOMING	332,000	475	699	50	50	.16	.13	9.12	2.81

Source: American Bar Foundation. *The 1971 Lawyer Statistical Report*, p. 26.

Virginia ranks fifth in the population-lawyer ratio (Table 3).

Compared to the ten states nearest to it in population, Virginia ranks seventh in population-lawyer ratio, as shown by Table 4.

The Virginia State Bar has grown significantly in the past few years. In 1971 Virginia law schools graduated 375 persons, but 516 were admitted to the Bar. Membership in the Bar now exceeds 9,500 and may exceed 10,000 by 1975. The increase in the size of the State Bar has made it tenth in size among state bars in the United States.

Looking beyond Virginia itself, a survey of regional and national lawyer manpower and education revealed four major factors: (1) A much larger number of persons are seeking legal education (60,000) than law schools can accommodate (40,000). (2) However, there is now an employers' market for lawyers; the supply exceeds the demand. (3) Furthermore, the U. S. Department of Labor projects that by 1980 the annual number of law school graduates (30,000) will be more than double the annual requirement for new lawyers and replacements (14,500). (4) As potential law students become aware of the first three factors, there appears to be a slowing in the rate of increased applications to law schools.

A special study commissioned by the Southern Regional Education Board (SREB) recently encouraged strengthening and expanding existing law schools, rather than establishing new ones. The American Bar Association's Task Force on Professional Utilization supports this position.

Due to increasing numbers of qualified applicants, both the state-supported and private law schools are expanding their enrollments or increasing the number of Virginians admitted to their entering classes each year (Table 5). The University of Virginia now has a ratio of Virginians to non-Virginians of 60:40. It will enlarge its entering class from 310 to 360 by 1975 and has requested an addition to the law school which will enable it to admit 410 students each year by 1980.

The College of William and Mary has an in-state to out-of-state ratio of 70:30 in its entering class, and has requested a new law building which will enable it to increase the size of its entering class from 150 to 200 before 1980. In the private sector, The T. C. Williams School of Law will maintain its 70/30 ratio of Virginians

TABLE 3
SREB STATES: POPULATION-LAWYER RANK, 1970

State	Population Rank	Lawyer Rank	Population Per Lawyer
MARYLAND	18	13	527
TEXAS	4	4	587
FLORIDA	9	11	590
LOUISIANA	20	20	662
VIRGINIA	**14**	**14**	**674**
GEORGIA	15	16	748
TENNESSEE	17	21	757
MISSISSIPPI	29	32	802
KENTUCKY	23	27	831
ARKANSAS	32	35	913
WEST VIRGINIA	34	36	958
ALABAMA	21	28	974
SOUTH CAROLINA	26	34	1,089
NORTH CAROLINA	12	25	1,095

TABLE 4
POPULATION-LAWYER RANK: 1970
VIRGINIA AND TEN STATES NEAREST IN POPULATION

State	Population Rank	Lawyer Rank	Population per Lawyer
MASSACHUSETTS	10	8	518
MARYLAND	18	13	527
MISSOURI	13	12	587
FLORIDA	9	11	590
MINNESOTA	19	17	651
WISCONSIN	16	15	660
VIRGINIA	**14**	**14**	**674**
GEORGIA	15	16	748
TENNESSEE	17	21	757
INDIANA	11	18	899
NORTH CAROLINA	12	25	1,095

to non-Virginians but has increased the size of its entering class from 110 to 150. The Washington and Lee School of Law will increase the size of its entering class from 80 to 120 when new facilities are completed in 1975.

The University of Richmond is presently studying the feasibility of establishing an evening division of its law school. The report commissioned by SREB encouraged the creation of part-time law programs in the South, but emphasized that such programs should be initiated only in conjunction with full-time programs. Nationally, however, there has been a decline in the number of part-time programs largely because of higher costs and attrition rates. In 1971-72, part-time programs accounted for only 212 of 22,579 LLB or JD degrees.

In summary, then, there is no market need for additional lawyers. There is, however, considerable student demand for legal education, although the rate of increase in this demand appears to be slowing. The projected expansion of Virginia's two state-supported and two private law schools will provide an additional 130 places

TABLE 5
VIRGINIA LAW SCHOOL ADMISSIONS–1972, 1975, 1980

School	Actual, 1972	Projected, 1975	Projected, 1980
University of Virginia	310	360	410
The College of William and Mary	150	150	200
University of Richmond	110	150	150
Washington and Lee University	80	120	120
TOTAL	650	780	880

in the entering classes by 1975 and 230 by 1980. This expansion is more than adequate to meet student demand, considering that there is a manpower surplus in the profession. In terms of numbers of students served, this expansion is tantamount to the establishment of an additional law school in the Commonwealth. In terms of cost, it is a far less expensive alternative.

HEALTH PROFESSIONS EDUCATION

In 1972, the State Council of Higher Education began planning for a comprehensive study of health professions manpower in Virginia. Its action grew out of concern that existing manpower was being used inefficiently and that programs in the state-supported institutions which prepare persons for the health professions were developing without any comprehensive and long-range education plan.

The 1973 General Assembly appropriated funds to support the study during the present 1973-74 year. The study is now under way, and includes plans to build a health professions manpower data base, which can be updated periodically to provide continuous monitoring of supply and demand. The completion of the study, including the construction of the data base and a system within which it can be used, will take approximately two years. The data base and its accompanying system will be used to build an educational master plan for the health professions and occupations.

During the next two-year period, therefore, the development of academic programs in the health professions should be extremely limited. The data being collected and analyzed at this time will give a much surer sense of how many additional programs are needed, what kind they should be, and where and when they should be initiated.

This general proscription applies to the entire range of health programs from the community college level to medical schools. It is at this time by no means clear that Virginia needs either more dental technologists or more physicians. Programs in the health professions are extremely expensive to initiate and to operate; under Virginia's present tuition structure, students bear only a small fraction of this cost. The decision to establish such programs should depend entirely on demonstrable manpower need.

The Eastern Virginia Medical School (EVMS), an independent institution, admitted its first class of students in the fall of 1973. Eastern Virginia is the Commonwealth's third medical school. It is actively seeking research and teaching affiliations which will strengthen it as an institution and make available resources which it requires. The State Council of Higher Education and both state-supported and private institutions throughout the State will cooperate with EVMS in this effort. A consortium of higher education institutions and hospitals, mostly but not exclusively in the Tidewater region, would lend academic and research support to EVMS during its initial years of operation. No need is foreseen for Virginia to have a third *state-supported* medical school. Therefore, no increase in the amount of per-student support now provided to EVMS by the State is recommended–with the possible exception of increases tied directly to inflationary pressures. The consortium arrangement, with contracts for services, remains the best approach for State assistance to EVMS.

LIBRARY SCIENCE

In 1971 the State Council of Higher Education submitted a study of library education in Virginia to the Governor and the General Assembly. The study found that Virginia was an importer of trained librarians but that the present need for librarians in the State appeared limited. Despite some demand by Virginia citizens for graduate library education, the report recommended against establishing a graduate program in library science in Virginia, advocating instead contractual agreements through the Southern Regional Education Board with existing accredited library schools.

There are two kinds of demand for graduate library study. One comes primarily from public school librarians who are seeking to advance their professional knowledge and to receive advanced degrees in library services. For this purpose, Virginia does not need an accredited

school of library science. The other is from persons seeking employment in higher education or public libraries, or some public schools, which require an advanced degree from an accredited school of library science.

The first demand can be met by the creation of a master's of education program in library services. The second can be met either by contractual agreements with accredited schools of library science outside Virginia or by the establishment of an accredited school of library science within the State. In view of limited manpower needs, the first option is clearly preferable.

DOCTORAL PROGRAMS

At present, five state-supported institutions are authorized to confer doctoral degrees: Old Dominion University, University of Virginia, Virginia Commonwealth University, Virginia Polytechnic Institute and State University, and The College of William and Mary. It is possible that George Mason University will become a sixth doctoral degree granting institution as it grows over the next decade to become a major regional university.

Of the five institutions which grant doctoral degrees, two (the University of Virginia and Virginia Polytechnic Institute and State University) are comprehensive universities which offer a wide variety of doctoral programs (Table 6). The remaining three institutions offer limited numbers of programs in fields which serve their geographic regions or in fields in which they happen to have unique resources.

In total, 130 doctoral programs are offered in Virginia. Of these, the majority (58 percent) are offered in three discipline areas: education, engineering, and biological sciences. Table 7 shows the distribution of the 130 programs.

TABLE 6

Institution	Number of Doctoral Programs
University of Virginia	61
Virginia Polytechnic Institute and State University	43
Virginia Commonwealth University	14
The College of William and Mary	7
Old Dominion University	5

TABLE 7

Discipline Areas	Number of Doctoral Programs
Education	28
Biological Sciences	24
Engineering	24
Physical Science	12
Social Sciences	8
Agriculture and Natural Resources	7
Business and Management	6
Foreign Languages	5
Mathematics	4
Health Professions	3
Letters	2
Psychology	2
Computer and Information Sciences	1
Fine and Applied Sciences	1
Home Economics	1
Law	1
Interdisciplinary Studies	1

It is clear that Virginia's doctoral programs have a heavy technical and professional emphasis. Of 130 degree programs, 108 (83 percent) are in technical and professional disciplines, while only 22 (17 percent) are in the arts and humanities and social sciences. Even more striking is the fact that only ten doctoral programs are in traditional arts and humanities areas: foreign languages (five), history (two), philosophy (one), English literature (one), and art history (one).

It can be seen that, in its support of doctoral education, Virginia has been both pragmatic and oriented toward manpower needs, although this posture is one which has been assumed with

little coherent system-wide planning. In the future, the challenge will be to assess the productivity of existing doctoral programs and, if their productivity is below standards set by the State Council of Higher Education, to determine whether manpower needs still exist to justify continuing them.

The State Council of Higher Education has undertaken a study of degree program productivity and will update its study at least every two years. At this time there appears to be limited need for additional doctoral programs. The growth rate of graduate enrollment will level off by 1982 and doctoral enrollment may not justify the addition of new degree programs without the elimination of selected low productivity programs.

INNOVATION IN HIGHER EDUCATION

The kind of residential graduate and undergraduate instruction that continues to dominate American higher education is almost 100 years old. Patterns of non-residential graduate and undergraduate education date back more than 40 years and have not changed substantially since their inception.

As the kinds of people who use higher education services change, however, the traditional packages in which these services are offered must also change. If the student body is no longer made up of people almost entirely between the ages of 18 and 21, it will not be residential and will require different kinds of social and support services. If it is not primarily middle class, it will have different aspirations and values and will require different kinds of programs. If it comes to the institution in search of credentials rather than education, these credentials must be provided and the traditional values of the liberal arts and sciences must be conveyed obliquely.

In all of this, clearly what is demanded is far-ranging innovation. The consumers of higher education are changing; the methods and procedures to produce the product must change to meet their demands.

During the coming decade, as Virginia's higher education system consolidates and prepares itself for a period of nongrowth, both the institutions and the State Council of Higher Education will have to examine carefully the viability of both traditional academic disciplines and majors and the procedures by which higher education is delivered. Equivalency testing, abbreviated degree programs, academic credit for work experience, credit for educational experiences which have in the past been non-credit, off-campus and no-campus study, around-the-clock course offerings, accelerated programs for outstanding high school students—all of these and others will be seriously considered and, if appropriate, introduced into higher education in Virginia.

At the present time, however, the issue is not so much that appropriate modes of innovation must be found as it is that a willingness to support innovation must be engendered within the higher education community, and within the General Assembly, which can appropriate "seed money" to make innovation possible. Without this, changes introduced are apt to be wooden, lifeless, and as unsuited to the needs of the next 20 years as are the present curriculum and delivery systems.

CONTINUING EDUCATION CONSORTIA

Regional consortia for continuing higher education which involve both public and private Virginia institutions of higher education will exist in all regions of the State by the end of 1974. These consortia will be established under authority granted to the State Council of Higher Education by the Virginia General Assembly in 1973. The general purpose of the regional consortia is to promote cooperation and coordination of effort among the state-supported and private institutions of higher education engaged in continuing education.

The consortia are a promising device for cooperation and coordination, but their mission must be expanded if they are to be effective during the coming decade. As the number of students from the 18 to 21 year-old population declines, higher education enrollments will consist increasingly of persons who have traditionally been considered customers for "continuing education." Their presence as students enrolled at the institutions will cause the institutions to take steps which will accommodate men and women who hold full-time jobs and attend college part-time. Teaching days will be extended so that courses

and entire degree programs will be available during the evening; equivalency testing will become a more generally accepted way of earning academic credit; courses and whole degree programs will be offered off campus.

As these changes occur, the area generally considered "continuing education" (evening or off-campus study for part-time students) will lose its second-class status and become a part of the standard higher education curriculum. For this reason the regional consortia designed for continuing education will be concerned with higher education in general. They will continue to coordinate and promote cooperation between institutions of higher education, but their primary task should be the development of new ways in which higher education can be made available to citizens of all ages and walks of life.

VETERINARY MEDICINE

During the past decade, there have been numerous expressions of need for the expansion of veterinary education. Several national investigations have been conducted, and studies have also been made by the Southern Regional Education Board (1971, 1973). Within the past several years, there have also been studies in Arizona, Connecticut, Florida, Kentucky, Louisiana, Mississippi, North Carolina, Tennessee, Texas, Virginia, and Wisconsin.

In 1972-73, there were 18 colleges of veterinary medicine in the United States. Four of those colleges were situated in Alabama (Auburn and Tuskegee), Georgia (University of Georgia) and Texas (Texas A&M). Louisiana will open a new school in January, 1974, and Florida will open a new school in 1975. Funds for a school of veterinary medicine are available in Mississippi and a legislative commission has recommended favorably. Additionally, legislative commissions in Tennessee and Virginia also have made recommendations favoring the establishment of new veterinary medicine schools.

Virginia presently has contracts with the Southern Regional Education Board (SREB) for veterinary training at the University of Georgia (15 entering spaces), and at Tuskegee Institute (three entering spaces); and outside SREB with Ohio State University (three entering spaces). Additional spaces should be available at the University of Florida and at Louisiana State University. The Southern Regional Education Board encourages this action, and member states have agreed to reserve spaces for contract students.

Current contracts provide spaces for 21 entering students at annual costs ranging from $3,600-$5,000 per student. Annual operating costs for a new college of veterinary medicine would range from $2.5-3.5 million. Construction and fixed equipment costs would be $18-24 million. Contractual arrangements by-passing construction costs for one-half ($1.5 million) of the estimated annual operating cost ($3 million) could secure places for approximately 60 entering Virginians, even if the contract fee were $7,000 per year for each student.

While there is, at present, reported to be some sentiment in the Georgia legislature to restrict or eliminate regional contracts, restrictive action has not been taken. Two years' notice must be given before a contract is terminated, so Virginia is at least assured of places at the University of Georgia until 1975, plus additional spaces in Florida and Louisiana.

The American Veterinary Medicine Association estimates that there are now 28,300 active veterinarians in the United States. Employment in 1968 was approximately 24,000 and projected requirements for 1980 are 34,000, according to the U. S. Department of Labor. Through growth and replacements there will be an average of 1,400 openings for employment each year during the 1970s, according to the Department of Labor's Bureau of Labor Statistics. The AVMA estimates, however, that approximately 40,000 veterinarians will be needed by 1980. Thus, there is a discrepancy of 6,000 between the two projections. Based upon current projected output of graduates, including new schools in Florida and Louisiana, there will be about 32,361 veterinarians available in 1980. This number falls below either projection.

However, from 1960 to 1970, there was a 50 percent increase in the number of new veterinarians graduated. Based on the output

of established schools and those newly authorized, the national veterinarian/population ratio will increase from 12.5 to 15.9 per 100,000 between 1970 and 1980. The point in question is what ratio is desirable. A. U. S. Senate study committee, in 1961, and the National Academy of Sciences, in 1972, indicated a desirable ratio of approximately 17/18 veterinarians per 100,000 population.

This ratio reflects the anticipated growth in small animal private practice as the number of pets and companion animals increases, and as the level of owner care increases. Veterinary service to companion animals is of major and growing concern to the veterinary profession. The growth in the number of pets or companion animals is reflected in the tremendous increase in retail sales of pet food, which now exceed the sales of human baby food.

The distribution of graduates into government work or into private practice, the choices between large (mostly food) and small (mostly companion) animal practice is also an important factor. The present tendency seems to be toward small animal practice. If Virginia needs large animal veterinarians, incentives should be created to encourage that type of practice. The growth in the training and use of veterinary assistants or animal technicians, and the way in which the delivery of animal health care is organized and structured must also be considered.

The role of the federal government in supporting veterinary medical education is presently uncertain. Institutions and schools cannot make commitments for expansion that depend upon federal assistance. The current grant program may be terminated in 1974 if the budget now pending before Congress is passed. This action is based on the judgment of the executive branch of the federal government that there is no longer a shortage of veterinarians.

The cost of veterinary medical education is very high in terms of personal and public funds, as well as student time and effort. Therefore, the State Council of Higher Education believes that the enrollment capacity of schools of veterinary medicine should be related as closely as possible to manpower needs. The pressure to over-expand capacity should be resisted.

The establishment of new schools in Florida and Louisiana appears desirable to meet regional manpower requirements. But certainly, three more new schools (Mississippi, Tennessee, and Virginia) are not needed for the South.

Virginia, Mississippi, and Tennessee should cooperate with SREB to study the effects of the two new veterinary schools and to evaluate further manpower projections. Virginia should encourage the creation of an interstate study commission to determine where, if at all, another school of veterinary medicine should be established. Virginia, in the meantime, should not appropriate any funds, including planning funds, for a school.

If such a study indicates a need for a new school of veterinary medicine for the region, the Council believes that Virginia is ideally located for it. If a new school were to be constructed in Virginia, the Council believes that it should be regional in mission and should guarantee spaces to other SREB states.

Institutional Planning Statements

PUBLIC INSTITUTIONS

▲ Four-Year Colleges and Universities

1 Christopher Newport College of The College of William and Mary, Newport News
2 Clinch Valley College of the University of Virginia, Wise
3 George Mason University, Fairfax
4 Longwood College, Farmville
5 Madison College, Harrisonburg
6 Mary Washington College, Fredericksburg
7 Norfolk State College, Norfolk
8 Old Dominion University, Norfolk
9 Radford College, Radford
10 University of Virginia, Charlottesville
11 Virginia Commonwealth University, Richmond
12 Virginia Military Institute, Lexington
13 Virginia Polytechnic Institute and State University, Blacksburg
14 Virginia State College, Petersburg
15 The College of William and Mary, Williamsburg

△ Community and Two-Year Branch Colleges

16 Blue Ridge Community College, Weyers Cave
17 Central Virginia Community College, Lynchburg
18 Dabney S. Lancaster Community College, Clifton Forge
19 Danville Community College, Danville
20 Eastern Shore Community College, Wallops Island
21 Germanna Community College, Fredericksburg
22 J. Sergeant Reynolds Community College, Richmond
23 John Tyler Community College, Chester
24 Lord Fairfax Community College, Middletown
25 Mountain Empire Community College, Big Stone Gap
26 New River Community College, Dublin
27 Northern Virginia Community College
- Alexandria
- Annandale
- Loudoun
- Manassas
- Woodbridge

28 Patrick Henry Community College, Martinsville
29 Paul D. Camp Community College, Franklin
30 Piedmont Virginia Community College, Charlottesville
31 Rappahannock Community College
- (a) Warsaw
- (b) Glenns

32 Southside Virginia Community College
- (a) Christanna Campus–Alberta
- (b) John H. Daniel Campus–Keysville

33 Southwest Virginia Community College, Richlands
34 Thomas Nelson Community College, Hampton
35 Tidewater Community College
- (a) Frederick Campus–Portsmouth
- (b) Virginia Beach Campus–Camp Pendleton
- (c) Chesapeake Campus–Chesapeake

36 Virginia Highlands Community College, Abingdon
37 Virginia Western Community College, Roanoke
38 Wytheville Community College, Wytheville
39 Richard Bland College of The College of William and Mary, Petersburg

PRIVATE INSTITUTIONS

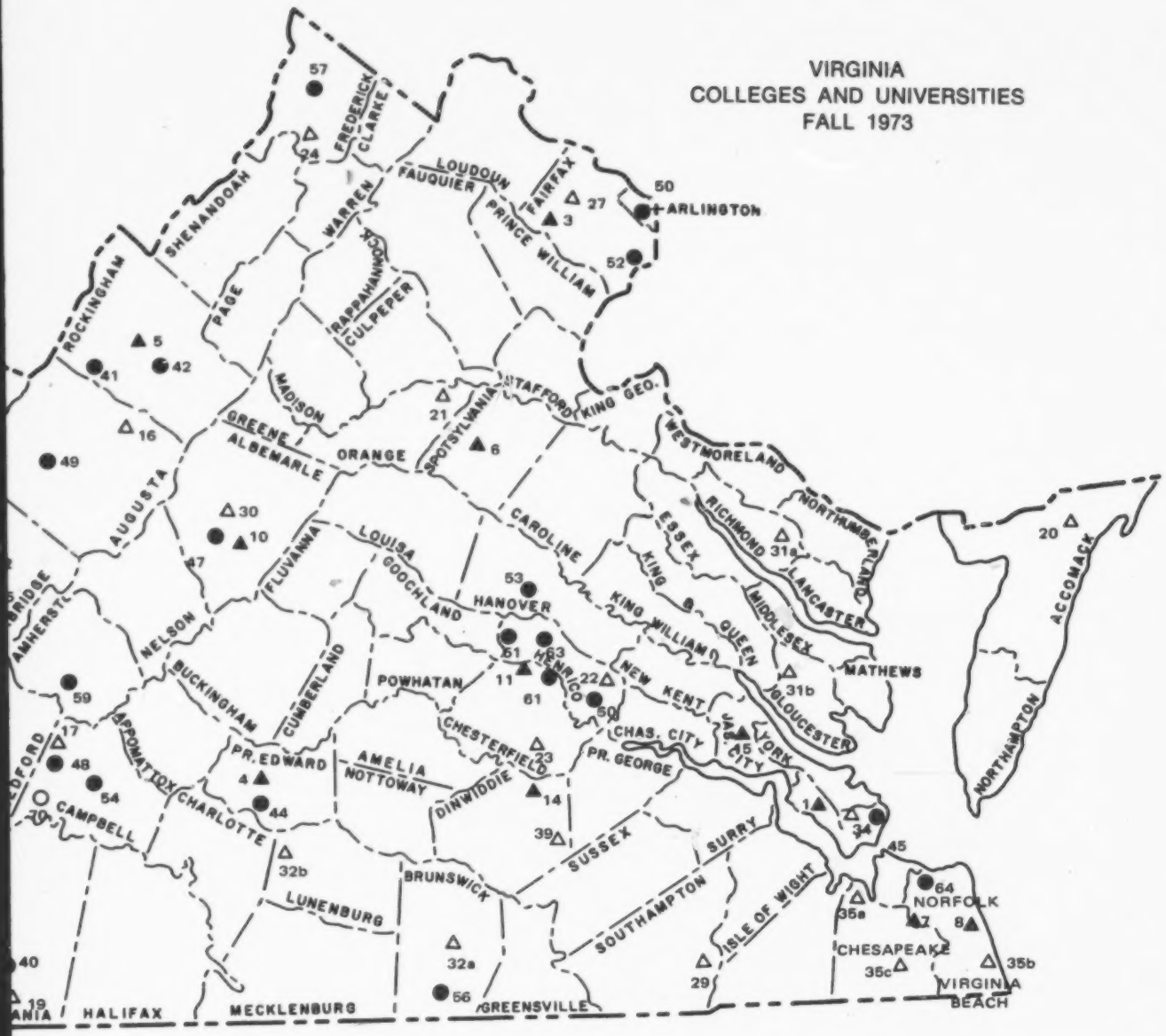
● Four-Year Colleges and Universities

40 Averett College, Danville
41 Bridgewater College, Bridgewater
42 Eastern Mennonite College, Harrisonburg
43 Emory and Henry College, Emory
44 Hampden-Sydney College, Hampden-Sydney
45 Hampton Institute, Hampton
46 Hollins College, Hollins College
47 * Institute of Textile Technology, Charlottesville
48 Lynchburg College, Lynchburg
49 Mary Baldwin College, Staunton
50 Marymount College of Virginia, Arlington
51 * Presbyterian School of Christian Education, Richmond
52 * Protestant Episcopal Theological Seminary in Virginia, Alexandria
53 Randolph-Macon College, Ashland
54 Randolph-Macon Woman's College, Lynchburg
55 Roanoke College, Salem
56 Saint Paul's College, Lawrenceville
57 Shenandoah College and Conservatory of Music, Winchester
58 Stratford College, Danville
59 Sweet Briar College, Sweet Briar
60 * Union Theological Seminary in Virginia, Richmond
61 University of Richmond, Richmond
62 Virginia Intermont College, Bristol
63 Virginia Union University, Richmond
64 Virginia Wesleyan College, Norfolk
65 Washington and Lee University, Lexington

○ Two-Year Colleges

66 Bluefield College, Bluefield
67 Ferrum College, Ferrum
68 Southern Seminary Junior College, Buena Vista
69 Sullins College, Bristol
70 Virginia College, Lynchburg

* Institutions not currently members of the Council of Independent Colleges in Virginia


VIRGINIA
COLLEGES AND UNIVERSITIES
FALL 1973
ARLINGTON
FREDERICK
CLARKE
LOUDOUN
FAUQUIER
FAIRFAX
PRINCE WILLIAM
WARREN
SHENANDOAH
ROCKINGHAM
PAGE
RAPPAHANNOCK
CULPEPER
MADISON
GREENE
ALBEMARLE
ORANGE
SPOTSYLVANIA
STAFFORD
KING GEO.
WESTMORELAND
NORTHUMBERLAND
LANCASTER
RICHMOND
ESSEX
KING & QUEEN
KING WILLIAM
MIDDLESEX
MATHEWS
GLOUCESTER
ACCOMACK
NORTHAMPTON
AUGUSTA
FLUVANNA
LOUISA
GOOCHLAND
CAROLINE
HANOVER
HENRICO
NEW KENT
CHAS. CITY
YORK
JAMES CITY
POWHATAN
CHESTERFIELD
PR. GEORGE
PR. EDWARD
AMELIA
NOTTOWAY
DINWIDDIE
APPOMATTOX
BUCKINGHAM
CUMBERLAND
NELSON
AMHERST
CAMPBELL
CHARLOTTE
LUNENBURG
BRUNSWICK
SUSSEX
SURRY
SOUTHAMPTON
ISLE OF WIGHT
NORFOLK
CHESAPEAKE
VIRGINIA BEACH
HALIFAX
MECKLENBURG
GREENSVILLE

Planning Statements of Virginia's Public Institutions

Planning statements for Virginia's state-supported institutions of higher education are an essential component of *The Virginia Plan.* In preparing them, the State Council of Higher Education worked closely with the presidents and other principal administrators of the institutions to integrate the proposed institutional plans into a comprehensive plan for higher education in Virginia.

Each statement has been written to include comparable information. It is then organized into three divisions. The first division of each statement is descriptive, referring briefly to the institution's history and geographical setting and including other general information.

The second division describes the institution in more detail and summarizes its future plans. The "type of institution" is identified, and the extent to which it is involved in each of higher education's principal functions (instruction, research, and public service) is discussed. In reading this section it will be useful to have the following definitions:

> *Departmental Research* is related to the instructional duties and professional development of the faculty (for example, the preparation of lectures or scholarly papers);
>
> *Organized Research* includes research which is done by a formal research organization (a research bureau, institution, experiment station, etc.) and individual or project research normally managed within the academic departments;
>
> *Sponsored Research* supported by a funding source is outside the institution (for example, under federal contract).

The second division also includes a chart, by degree level, of academic work offered by the institution. The composite does not list each academic program separately. The programs are summarized according to "discipline division areas," a standardized method of presentation which is used by all colleges and universities in the United States. This chart, along with the discussion of areas of institutional emphasis or uniqueness, indicates the academic areas which will receive increased emphasis.

Finally, this division identifies a number of other factors which are important to planning. Many of these are institutional characteristics, such as student distribution; some are peculiarities of institutional governance; and still others involve the institution's proposed plans.

The third division of each planning statement is the institution's projected on-campus enrollment through 1982. These projections were derived in close cooperation with the institutions and are the result of an extensive Council of Higher Education analysis involving demographic data, rates of college attendance, availability of programs and facilities, and other variables.

During the process of formulating the planning statements, each state-supported institution adopted or reaffirmed "affirmative action" statements

pledging to recruit and admit as students women and individuals from minority groups. The institutions further agreed to attempt in good faith to employ women and individuals from minority groups as teachers and administrators.

Because of the critical importance of these planning statements, each individual institutional statement has been formally approved by both the respective institution and the State Council of Higher Education.

The institutions are arranged in the following order:

Comprehensive doctoral granting institutions with significant emphasis on research:

- University of Virginia
- Virginia Polytechnic Institute and State University

Doctoral granting institutions with limited emphasis on doctoral programs:

- Old Dominion University
- Virginia Commonwealth University
- The College of William and Mary

Comprehensive colleges:

- Christopher Newport College
- George Mason University
- Longwood College
- Madison College
- Norfolk State College
- Radford College
- Virginia State College

Liberal arts colleges:

- Clinch Valley College
- Mary Washington College

Specific purpose institution:

- Virginia Military Institute

Two-year community colleges:

- Virginia Community College System

Two-year branch college:

- Richard Bland College

University of Virginia

Charlottesville

The University of Virginia, founded by Thomas Jefferson in 1819, is a major comprehensive state university of national character and stature. It is a co-educational institution with a substantial majority of its students enrolled full-time and a large number living on campus. There is also a large school of continuing education providing courses for part-time students in over 100 locations throughout the State. The University offers bachelors', masters', and doctoral degrees in arts and sciences, education and engineering; bachelors' and masters' degrees in architecture, architectural history, landscape architecture, city planning, commerce, and nursing; masters' and doctoral degrees in business administration; and first professional, masters' and doctoral degrees in law and medicine.

Summary of Institutional Plans

TYPE OF INSTITUTION—The University of Virginia is a doctoral-granting institution placing significant emphasis on research.

EXTENT OF INVOLVEMENT IN INSTRUCTION, RESEARCH, AND PUBLIC SERVICE—As a comprehensive university, the University of Virginia has a major commitment to each of the three functions of instruction, research, and public service. It emphasizes achieving instruction of the highest quality. Consistent with its responsibility for providing graduate and professional education, the University is engaged in departmental, organized and sponsored research. An extensive program of public service is conducted by most divisions of the University, and especially by its School of Continuing Education. The University will serve as the focal institution for the Regional Consortium for Continuing Higher Education in the Central Virginia area.

The University's long-range plans propose the development of doctoral programs in architecture and environmental design and also in nursing. The University already has planning approval for advanced certificate programs in higher education, special education, educational psychology, counseling, administration and supervision, and curriculum. The institution will coordinate its request for new programs with those offered by the State's other comprehensive university, Virginia Polytechnic Institute and State University, in order for the institutions' programs to be complementary and the diversity of the institutions maintained.

AREAS OF INSTITUTIONAL EMPHASIS OR UNIQUENESS—The University currently has recognized strength in all its educational programs. Its present

TABLE 8
Levels of Achievement and Discipline Division Areas Currently Offered by the University of Virginia

Discipline Division	Levels of Achievement					
				Graduate		
	Associate Degree	Bachelor's Degree	First Professional	Master's	Inter-mediate	Doctoral
Architecture and Environmental Design		X		X		
Area Studies		X				
Biological Sciences		X		X		X
Business and Management		X		X		X
Computer and Information Sciences				X		X
Education		X		X		X
Engineering		X		X		X
Fine and Applied Arts		X		X		X
Foreign Languages		X		X		X
Health Professions		X	X	X		X
Law			X	X		X
Letters		X		X		X
Mathematics		X		X		X
Physical Sciences		X		X		X
Psychology		X		X		X
Public Affairs and Services				X		
Social Sciences		X		X		X
Interdisciplinary Studies		X		X		X

standing and its plans for the future attest to the continued excellence of the institution and to its constant pursuit of quality in all areas of its endeavor.

The University has a long tradition of excellence in its undergraduate liberal arts and sciences programs. Its complementary graduate and professional programs, representing the highest resident enrollments in Virginia, provide an academic climate for interchange and cooperation that is unique in Virginia.

OTHER PLANNING CRITERIA—Because the University is an institution of national character and stature, it has always attracted a substantial enrollment of out-of-state students. The University intends to continue to do so, but its policy is to admit all qualified Virginians who apply. The proportion of out-of-state students in its total enrollment may decline somewhat if the number of applications for admission from qualified Virginians rises further.

As an institution primarily for full-time students, it provides on-campus housing for approximately 30 percent of its student body. The University does not expect the proportion of part-time students or those living in University housing to change significantly in the next decade. Approximately one-third of the University's enrollment is female, a proportion which will probably increase in the future.

Table 9
Projected Enrollment of the University of Virginia

Fall of	Undergraduate		First Professional				Graduate		Total	
			Law		Medicine					
	Headcount	FTE	Headcount	FTE	Headcount	FTE	Headcount	FTE	Headcount	FTE
1972	8,204	8,586	885	883	421	421	3,397	2,856	12,907	12,746
1974	8,938	9,302	1,015	1,052	500	500	3,587	3,082	14,040	13,936
1976	9,598	9,956	1,080	1,119	500	500	3,842	3,386	15,500	14,941
1978	9,833	10,195	1,140	1,181	500	500	4,047	3,608	15,500	15,464
1980	10,057	10,422	1,200	1,243	500	500	4,263	3,836	16,000	15,981
1982	9,972	10,339	1,200	1,243	500	500	4,248	3,824	15,900	15,886

Virginia Polytechnic Institute and State University

Blacksburg

Virginia Polytechnic Institute and State University, Virginia's first land-grant institution, was founded in 1872 as Virginia Agricultural and Mechanical College at Blacksburg. It is emerging as a major, comprehensive state university of national character and reputation. It is a co-educational, primarily full-time institution with the majority of its students living on campus. The University offers bachelors', masters' and doctoral degrees in the arts and sciences, agriculture, engineering, architecture, business, education, forestry and wildlife, and home economics.

Summary of Institutional Plans

TYPE OF INSTITUTION—This institution is a doctoral-granting institution placing significant emphasis on research.

EXTENT OF INVOLVEMENT IN INSTRUCTION, RESEARCH, AND PUBLIC SERVICE—As a major and comprehensive state university, Virginia Polytechnic Institute and State University maintains an extensive commitment to each of the three major functions of instruction, research, and public service. The University considers them to be complementary, integrated, and of equal importance. Emphasis is placed on achieving the highest quality instruction at the graduate and undergraduate levels. In concert with its role in providing graduate education, the University is heavily engaged in departmental as well as organized and sponsored research. An extensive program of state-wide public service activities is carried on through continuing education and extension programs. The public service activities are administratively coordinated through the Extension Division and include field representatives across the State, off-campus and media-transmitted educational programs, and seminars and conferences held on the campus. This institution was also recently designated as

TABLE 10
Levels of Achievement and Discipline Division Areas Currently Offered by Virginia Polytechnic Institute and State University

Discipline Division	Levels of Achievement					
				Graduate		
	Associate Degree	Bachelor's Degree	First Professional	Master's	Inter-mediate	Doctoral
Agricultural and Natural Resources		X		X		X
Architecture and Environmental Design		X		X		
Area Studies		X				X
Biological Sciences		X		X		X
Business and Management		X		X		
Computer and Information Sciences		X		X	X	X
Education		X		X		X
Engineering		X				
Fine and Applied Arts		X				X
Foreign Languages		X		X		
Home Economics		X		X		
Letters		X		X		X
Mathematics		X		X		X
Physical Sciences		X		X		
Psychology		X				
Public Affairs and Services		X		X		X
Social Sciences		X				

the focal institution in the Regional Consortium for Continuing Higher Education in Western Virginia.

AREAS OF INSTITUTIONAL EMPHASIS AND UNIQUENESS—The University plans to continue its strong emphasis in the areas in which it already offers doctoral level programs. These areas include a number of the arts and sciences programs, along with the education, agriculture, business, engineering, forestry, and home economics programs. In addition, its long-range plans propose further development in the following program areas: communications (bachelor and doctoral level programs); foreign languages (at the master's level); architecture and environmental design and the letters (at the doctoral level). Emphasis will also be placed on doctoral programs in the computer and information sciences, as well as psychology. (The University already has planning approval for doctoral programs in these two program areas.)

The extent of the institution's entry into the above-named program areas, particularly those at the doctoral level, will be determined by a careful study of the demand for each program and its compatibility with the character of the institution. In all instances the institution will coordinate its additionally proposed programs with those offered by the State's other comprehensive university, the University of Virginia, in order that the institutions' programs might be complementary and the diversity of the institutions maintained.

OTHER PLANNING CRITERIA—Virginia Polytechnic Institute and State University identifies the entire State as its service area. It has achieved regional, national, and international recognition in many fields.

The University limits its out-of-state undergraduate enrollment to 20 percent of the undergraduate student body. This percentage is considered important to providing a cosmopolitan and broadening social and intellectual climate on the campus.

As noted, the University is a focal institution in the regional continuing education program. Its continuing education activities, however, are state-wide in scope, with a unique dimension of offering graduate degree programs for resident credit, in various locations approved by the State Council of Higher Education, through the use of resident faculty from Blacksburg.

The University is primarily a residential, full-time institution, although only freshmen students are required to live on campus. On-campus housing is currently provided for approximately 55 percent of the total enrollment of the University.

Women students are accepted on an equal basis with men. The result is that currently female enrollment accounts for approximately 30 percent of the total institutional enrollment.

Table 11
Projected Enrollment of Virginia Polytechnic Institute and State University

Fall of	Undergraduate		First Professional		Graduate		Total	
	Headcount	FTE	Headcount	FTE	Headcount	FTE	Headcount	FTE
1972	12,457	13,499	--	--	2,014	1,487	14,471	14,986
1974	13,246	14,024	--	--	2,554	1,876	15,800	15,900
1976	14,356	15,132	--	--	3,000	2,224	17,356	17,356
1978	15,716	16,596	--	--	3,548	2,668	19,264	19,264
1980	16,158	17,110	--	--	3,842	2,890	20,000	20,000
1982	16,158	17,110	--	--	3,842	2,890	20,000	20,000

Old Dominion University

Norfolk

Old Dominion University was founded in 1930 as the Norfolk Division of The College of William and Mary. In 1962, the institution became independent of The College of William and Mary, and its own governing board was appointed. Since that time, it has evolved into an urban, regional university. The University offers the Bachelor of Arts or Bachelor of Science in the arts and sciences, business administration, education, engineering, and some allied health programs. Graduate programs are offered in certain of the arts and sciences, business administration, education, engineering, and urban studies.

Summary of Institutional Plans

TYPE OF INSTRUCTION– The institution is a doctoral-granting institution placing emphasis on doctoral programs appropriate to the Eastern Virginia region.

EXTENT OF INVOLVEMENT IN INSTRUCTION, RESEARCH, AND PUBLIC SERVICE–As a university, Old Dominion is involved in all three of the primary functions of instruction, research, and public service. In addition to departmental research, the University is involved in organized and sponsored research particularly in those areas where it has specialized graduate programs and which are of primary benefit to the Eastern Virginia region. Old Dominion has a commitment to the region which is met through its public service function.

It has an expanding program of continuing education and has recently been named as the focal institution of the Regional Consortium for Continuing Higher Education in the Tidewater area. It also meets its responsibilities through consulting services, participation in projects of local and regional agencies, institutes and seminars, and extensive and sometimes experimental activities in key areas of regional concern.

TABLE 12
Levels of Achievement and Discipline Division Areas Currently Offered by Old Dominion University

Discipline Division	Levels of Achievement					
	Associate Degree	Bachelor's Degree	First Professional	Graduate		
				Master's	Inter-mediate	Doctoral
Biological Sciences		X		X		
Business and Management		X		X		
Computer and Information Sciences		X				
Education		X		X	X	
Engineering		X		X		X
Fine and Applied Arts		X				
Foreign Languages		X				
Health Professions		X				
Letters		X		X		
Mathematics		X		X		
Physical Sciences		X		X		X
Psychology		X		X		
Interdisciplinary Studies		X				
Social Sciences		X		X		
Mechanical and Engineering Technologies		X				
Public Service Related Technologies	X					

AREAS OF INSTITUTIONAL EMPHASIS AND UNIQUENESS—Old Dominion University has just completed a long-range academic plan which calls for the University to develop graduate emphases in four distinctive areas: urban administration and technology, urban education, the health professions, and marine and environmental studies. These four areas directly address the needs of the Eastern Virginia region, and will make Old Dominion University an

institution with a unique capability in the study of urban problems. Over the next decade, masters' programs will be developed in these areas, with the possibility of doctoral programs in urban administration and technology and urban education, if they appear needed. The institution now has planning approval for a master's degree program in public administration.

On the baccalaureate level, Old Dominion University will continue to develop its programs in the liberal arts and sciences.

Because there is another senior institution, Norfolk State College, located in the immediate vicinity of Old Dominion University, the State Council of Higher Education is required by statute to review programs proposed by both institutions in order to prevent unnecessary duplication and to help coordinate the expansion of the two institutions.

OTHER PLANNING CRITERIA—The in-state enrollment of Old Dominion University is presently 87 percent of total enrollment, and it is expected to remain between 80 and 85 percent over the next two-year period.

The University is primarily a commuting institution with some on-campus housing facilities. Part-time students presently constitute almost 40 percent of enrollment and no anticipated change in this proportion is indicated. Although no policies govern in this area, male students presently constitute 57 percent of the total enrollment, and no significant change is anticipated at this time.

In its service to the Norfolk area, Old Dominion plans to continue to emphasize its coordinated and cooperative arrangements with the Eastern Virginia Medical School and the Virginia Institute of Marine Science.

Table 13
Projected Enrollment of Old Dominion University

Fall of	Undergraduate		First Professional		Graduate		Total	
	Headcount	FTE	Headcount	FTE	Headcount	FTE	Headcount	FTE
1972	9,002	7,286	--	--	1,481	584	10,483	7,870
1974	9,600	7,873	--	--	2,095	838	11,695	8,711
1976	10,720	8,928	--	--	2,527	1,011	13,247	9,939
1978	11,750	9,957	--	--	2,950	1,180	14,700	11,137
1980	11,537	9,817	--	--	3,363	1,345	14,900	11,162
1982	10,990	9,332	--	--	3,710	1,484	14,700	10,816

Virginia Commonwealth University

Richmond

Virginia Commonwealth University was formed in 1968 through merger of the Medical College of Virginia (founded in 1838) and the Richmond Professional Institute (founded in 1917), both state-supported institutions located in Richmond. The two campuses, two miles apart, form the two divisions of the University—the Health Sciences Division (Medical College of Virginia) and the Academic Division, each of which has six schools.

In the Health Sciences Division are schools of Allied Health Professions, Basic Sciences and Graduate Studies, Dentistry, Medicine, Nursing, and Pharmacy. In the Academic Division are schools of the Arts, Arts and Sciences, Business, Community Services, Education, and Social Work.

Located on the MCV Campus are the MCV Hospitals and out-patient clinics; concomitant with their existence as metropolitan teaching hospitals and as part of an academic health center, they provide a share of the health care needs of the State and community.

The University is a co-educational, primarily non-residential, urban-oriented university serving both full-time and part-time students.

Summary of Institutional Plans

TYPE OF INSTITUTION—The University offers degrees at the baccalaureate, master's, and doctoral levels, with limited emphasis on doctoral programs except at the MCV schools. In 1973, 30 percent of the 2,595 degrees awarded were post-baccalaureate.

EXTENT OF INVOLVEMENT IN INSTRUCTION, RESEARCH, AND PUBLIC SERVICE—As a major university, Virginia Commonwealth University has each of the three major functions of instruction, research, and public service. The University places primary emphasis on instruction, but is also heavily involved in departmental and organized or sponsored research. The public service activities of VCU as an urban institution fall into several important categories. Extensive offerings are provided during evening hours for the adult within commuting distance. In addition, the University works cooperatively with practicing professionals in developing needed continuing education programs in both the Richmond area and the entire Commonwealth. Commensurate with these activities, VCU will serve as the focal institution for the Regional Consortium for Continuing Higher Education in the Capital area. Important elements in professional degree programs at VCU are internships, practica, and general field work which involve students and faculty with the problems of society.

TABLE 14
Levels of Achievement and Discipline Division Areas Currently Offered by Virginia Commonwealth University

Discipline Division	Levels of Achievement					
				Graduate		
	Associate Degree	Bachelor's Degree	First Professional	Master's	Inter-mediate	Doctoral
Biological Sciences		X		X		X
Business and Management		X		X		
Communications		X				
Education		X		X		
Fine and Applied Arts		X		X		
Foreign Languages		X				
Health Professions			X			
Medicine			X			
Dentistry		X		X		X
Pharmacy		X		X		
Nursing		X		X		
Allied Health		X				
Letters		X		X		
Mathematics		X		X		X
Physical Sciences		X		X		X
Psychology		X		X		
Public Affairs and Services		X		X		
Social Sciences		X				
Interdisciplinary Studies	X					
Business and Commerce Technologies	X					
Data Processing Technologies	X					
Health Services and Paramedical Technologies	X					
Public Service Related Technologies	X					

During the next several years, and subject to approval by the State Council of Higher Education, the University proposes to study the need for programs in area studies (bachelor's, master's, and doctoral), interdisciplinary studies (bachelor's, master's, and doctoral), the social sciences (doctoral only), and education (doctoral only).

AREAS OF INSTITUTIONAL EMPHASIS AND UNIQUENESS—The major distinguishing characteristics of VCU are its breadth of degree offerings in the health sciences, the visual and performing arts, and public affairs and human service. The University is, however, also strongly committed to excellence in the liberal arts and sciences and to the preparation of students for careers in business and education.

Through its many and diverse programs, which are offered year-round from early morning through late evening, the University seeks to make education available to a broad range of full-time and part-time students of all ages.

A major effort is to combine teaching, research, and public service in ways that particularly relate to urban settings. As an urban university, it seeks to be responsive to changing societal needs and continually to amplify and redefine its many roles.

OTHER PLANNING CRITERIA—That region of the State within which it is located receives particular service from the University, but a number of its programs are state, regional, and national in appeal. In 1972, Virginia Commonwealth University's enrollment was composed of 89 percent in-state students, and no major shift in this percentage is anticipated.

The University provides housing for about one-fourth of its full-time students and will not undertake to house a major portion of its student body.

Part-time students comprised 37 percent of all enrollment during 1972-1973. Primarily through its Evening College, the University will continue to meet the needs of part-time students of all ages in undergraduate and post-baccalaureate programs. The University is committed to serving a broad range of socioeconomic and cultural groups. In 1972-1973 there were almost equal numbers of male and female students, although there are no institutional policies in this area.

Table 15
Projected Enrollment of Virginia Commonwealth University

Fall of	Undergraduate		First Professional				Graduate		Total	
			Dentistry		Medicine					
	Headcount	FTE	Headcount	FTE	Headcount	FTE	Headcount	FTE	Headcount	FTE
1972	13,758	10,103	399	399	528	528	1,377	1,234	16,062	12,264
1974	15,244	12,888	414	414	576	576	1,686	1,328	17,920	15,206
1976	17,264	14,044	438	438	650	650	2,248	1,788	20,600	16,920
1978	17,388	14,719	467	467	672	672	2,873	2,242	21,400	18,100
1980	17,663	14,922	480	480	672	672	2,985	2,326	21,800	18,400
1982	17,663	14,922	480	480	672	672	2,985	2,326	21,800	18,400

The College of William and Mary

Williamsburg

Founded in 1693, as the second institution of higher education in this country, The College of William and Mary is a highly selective, co-educational, full-time, residential university, with primary emphasis on a liberal education in depth and breadth at the undergraduate level. It is a State university and at the same time is national and international in character and contribution. The College offers the Bachelor of Arts and Bachelor of Science degrees, and the Bachelor of Business Administration degree. Furthermore, it offers graduate degrees in arts and sciences and graduate degrees in the professions of business, education, and law.

Summary of Institutional Plans

TYPE OF INSTITUTION—This institution is, and plans to continue to be, a doctoral-granting institution placing limited emphasis on doctoral programs in those disciplines for which the College is especially qualified.

EXTENT OF INVOLVEMENT IN INSTRUCTION, RESEARCH, AND PUBLIC SERVICE—The primary emphasis at William and Mary is on providing the highest quality instruction. The College's involvement in research is confined primarily but not exclusively to the departmental research necessary as a complement to the teaching process. Organized or sponsored research is carried on in most departments to the extent required to support relevant graduate programs and for faculty development.

The College recognizes the importance of public service and offers a wide range of courses, seminars, and programs to adults, both for credit and non-credit. The College's public service activities serve the local community and immediate surrounding areas on the Williamsburg campus and at the Virginia Associated Research Campus, through the Office of Special Programs, the Evening Division, and the Summer Session. Christopher Newport College, a branch of The College of William and Mary, is the urban extension of the educational programs of William and Mary, and offers significant public service in the Peninsula region.

The College of William and Mary will propose additions to its undergraduate and graduate curricula as they are needed to enhance its primary mission as an undergraduate college of the liberal arts and sciences and to be of service in areas in which the College is especially qualified. The State Council of Higher Education will study such proposals carefully to determine whether they are consistent with the mission of the institution and whether there is, in addition, a need within Virginia for the program.

TABLE 16
Levels of Achievement and Discipline Division Areas Currently Offered by The College of William and Mary

Discipline Division	Levels of Achievement					
	Associate Degree	Bachelor's Degree	First Professional	Graduate		
				Master's	Intermediate	Doctoral
Biological Sciences		X		X		X
Business and Management		X		X		
Education		X		X	X	X
Fine and Applied Arts		X				
Foreign Languages		X				
Law			X	X		
Letters		X		X		
Mathematics		X		X		
Physical Sciences		X		X		X
Psychology		X		X		
Social Sciences		X		X		X
Interdisciplinary Studies				X		

UNIQUE CHARACTERISTICS OF THE INSTITUTION—The unique characteristics of William and Mary are found in such qualities as the high selectivity of students, resulting from limited enrollment and heavy applications, the residential and full-time undergraduate programs, the integrated curriculum, the strong liberal tradition, and the relatively moderate size of the institution and its classes—adding up to a State university that provides a special educational opportunity for the citizens of Virginia.

OTHER PLANNING CRITERIA—The College of William and Mary has a policy of drawing 70 percent of its undergraduate enrollment from Virginia. The remaining 30 percent of undergraduate enrollment, which is drawn from outside Virginia, provides a significant national and international character and contribution to the College.

The College is primarily a residential institution with nearly all of its undergraduate enrollment living on campus and enrolled full-time. It will accept local students living off campus as freshmen. At present, 19 percent of graduate enrollment and 22 percent of the law enrollment are from out-of-state, in terms of technical domicile. All law students and most graduate students in arts and sciences and business are full-time, while most graduate students in education are part-time.

The College of William and Mary is responsible for the operations of two branch institutions: Christopher Newport College and Richard Bland College.

The plans of both branch institutions are addressed separately in this section of *The Virginia Plan.*

Table 17
Projected Enrollment of The College of William and Mary

Fall of	Undergraduate		First Professional				Graduate		Total	
			Law		Medicine					
	Headcount	FTE	Headcount	FTE	Headcount	FTE	Headcount	FTE	Headcount	FTE
1972	4,071	4,112	452	450	--	--	1,065	584	5,588	5,146
1974	4,211	4,233	450	450	--	--	1,215	784	5,876	5,467
1976	4,175	4,203	450	450	--	--	1,195	818	5,840	5,471
1978	4,223	4,250	450	450	--	--	1,289	922	5,962	5,622
1980	4,200	4,227	450	450	--	--	1,369	996	6,019	5,673
1982	4,216	4,243	450	450	--	--	1,394	1,015	6,060	5,708

Christopher Newport College

Newport News

Founded in 1960 in Newport News as a branch of The College of William and Mary, Christopher Newport College is an urban, commuting, co-educational, undergraduate college. It serves primarily the large metropolitan area which includes the cities of Hampton, Newport News, and surrounding areas by offering the Bachelor of Arts or Bachelor of Science degrees in the arts and sciences, business administration, and governmental administration.

Summary of Institutional Plans

TYPE OF INSTITUTION—In 1972, Christopher Newport College was a liberal arts college. By 1974, however, this institution will have emerged as a comprehensive college offering a liberal arts program and professional or occupational programs. As such, it will be better able to meet the diverse needs of the metropolitan area in which it is located.

EXTENT OF INVOLVEMENT IN INSTRUCTION, RESEARCH, AND PUBLIC SERVICE—The predominant emphasis at Christopher Newport is on providing instruction. The College's involvement in research has been confined primarily to the departmental research necessary as a complement to the teaching process. It is envisioned by the College that basic, organized and sponsored

research will be carried on in the future, particularly as it is interrelated with the continuing development of competent teachers and with the institution's public service relationship to the urban community in which it is located.

TABLE 18
Levels of Achievement and Discipline Division Areas Currently Offered by Christopher Newport College

Discipline Division	Levels of Achievement					
	Associate Degree	Bachelor's Degree	First Professional	Graduate		
				Master's	Inter-mediate	Doctoral
Biological Sciences		X				
Business and Management		X				
Computer and Information Sciences		X				
Foreign Languages		X				
Letters		X				
Mathematics		X				
Psychology		X				
Public Affairs and Services		X				
Social Sciences		X				
Interdisciplinary Studies	X					

During the next several years Christopher Newport College proposes to add to its curriculum baccalaureate programs in communications, education, fine and applied arts, and the physical sciences. At this time the College has planning approval for bachelor's level programs in elementary education and physical education. The other additions to the curriculum will be evaluated as they are proposed, with particular attention paid to the manpower needs of the area served by the College

AREAS OF INSTITUTIONAL EMPHASIS—As part of its general mission Christopher Newport College intends to develop new ways of implementing liberal and professional programs which will integrate theoretical knowledge and problem solving. Such programs will provide opportunities for self-actualization and multiple-career options to citizens of all ages. They will be organized to take into consideration the life-long learning needs of a largely part-time, mobile student body and will view education as a total community

process in which the student's prior life experiences are valued. The College will continue to emphasize equivalency testing and other non-traditional ways of earning academic credit. It will also continue to develop its advising systems and transfer credit policies to meet the needs of the students it serves, many of whom transfer from other institutions. Finally, building on an arts and sciences foundation, the College will develop, through its own resources and through inter-institutional cooperation with colleges and universities with diverse missions, professional programs to meet student demand and manpower requirements in its area of service.

OTHER PLANNING CRITERIA—The mission of Christopher Newport College has been defined to differentiate it from its parent institution, The College of William and Mary. While both institutions stress the liberal arts and sciences, they serve different types of students and provide essentially different educational experiences. As a branch institution, Christopher Newport College enables The College of William and Mary to serve the Peninsula area while also maintaining itself as an institution of state-wide and national significance. For this reason, Christopher Newport College should continue as an undergraduate branch of The College of William and Mary.

The College has no facilities for housing students on campus and none are planned. Although there are no institutional policies which govern in these areas, more than 50 percent of the student population have been part-time students and close to 60 percent have been male students. It is anticipated that these ratios will remain approximately the same except that the percentage of female students may increase as more comprehensive programs become available.

Table 19
Projected Enrollment for Christopher Newport College

Fall of	Undergraduate		First Professional		Graduate		Total	
	Headcount	FTE	Headcount	FTE	Headcount	FTE	Headcount	FTE
1972	2,305	1,496	–	–	–	–	2,305	1,496
1974	2,869	2,005	–	–	–	–	2,869	2,005
1976	3,345	2,341	–	–	–	–	3,345	2,341
1978	3,829	2,680	–	–	–	–	3,829	2,680
1980	4,023	2,816	–	–	–	–	4,023	2,816
1982	4,023	2,816	–	–	–	–	4,023	2,816

George Mason University

Fairfax

Founded in 1964 as a two-year branch of the University of Virginia in Fairfax County, George Mason University has progressed through several stages of very rapid development. It became a senior institution in 1966 and separated from its parent university in 1972 to become an autonomous institution with its own governing board. Its rapid expansion is continuing in order to meet the diverse educational needs of Northern Virginia, one of the most populous areas of the State. As of 1972, George Mason offered the Bachelor of Arts or Bachelor of Science degrees in the arts and sciences, education, law enforcement, business administration, and public administration. Additionally, the University offered graduate degrees in many of the above areas.

Summary of Institutional Plans

TYPE OF INSTITUTION—George Mason University should continue to develop as a comprehensive institution offering liberal arts, professional, and occupational programs at both the undergraduate and graduate levels.

TABLE 20
Levels of Achievement and Discipline Division Areas Currently Offered by George Mason University

Discipline Division	Levels of Achievement					
	Associate Degree	Bachelor's Degree	First Professional	Graduate		
				Master's	Intermediate	Doctoral
Biological Sciences		X		X		
Business and Management		X		X		
Education		X		X		
Fine and Applied Arts		X				
Foreign Languages		X				
Letters		X		X		
Mathematics		X		X		
Physical Sciences		X				
Psychology		X		X		
Public Affairs and Services		X				
Social Sciences		X		X		
Interdisciplinary Studies		X				

EXTENT OF INVOLVEMENT IN INSTRUCTION, RESEARCH, AND PUBLIC SERVICE—The primary emphasis at George Mason is on instruction. It does, however, encourage its faculty to engage in scholarly pursuits and research, particularly those that will enhance effectiveness in teaching. With a developing graduate program, the areas of organized research and sponsored research will be developed further.

The role of George Mason in public service will expand significantly in the next ten years. The University has, for example, been designated as the focal institution of the Regional Consortium for Continuing Higher Education in Northern Virginia.

AREAS OF INSTITUTIONAL EMPHASIS—During the next ten-year period, increased attention will be given to strengthening offerings in the broad areas of the social sciences, fine and applied arts, and public affairs and services. In the next several years, George Mason University plans to propose additional programs in area studies and the health professions at the bachelor's level.

At the master's level, programs may be proposed in fine and applied arts, interdisciplinary studies, public affairs and services, and foreign languages. The University has planning approval for a master's degree program in Spanish. Within public affairs and services, it plans to develop a unique emphasis in suburban studies.

OTHER PLANNING CRITERIA—The primary service area of George Mason University is Northern Virginia and the metropolitan area. In 1972, 90 percent of its enrollment was made up of in-state students, and it is expected that the proportion of out-of-state students will not increase significantly in the next ten years.

George Mason University is a commuting institution with no facilities at present for housing students on campus. As enrollment and programs expand, the University plans to explore ways to provide some student housing accessible to the campus.

Approximately 30 percent of the total number of students attend on a part-time basis. This percentage has increased dramatically in recent years, and a further increase is anticipated as continuing education is developed and evening courses are expanded. The institution has an even balance between male and female students.

Table 21
Projected Enrollment of George Mason University

Fall of	Undergraduate		First Professional		Graduate		Total	
	Headcount	FTE	Headcount	FTE	Headcount	FTE	Headcount	FTE
1972	3,655	2,988	--	--	511	332	4,166	3,320
1974	4,650	3,900	--	--	850	501	5,500	4,401
1976	6,100	5,095	--	--	1,100	668	7,200	5,763
1978	7,200	5,982	--	--	1,300	796	8,500	6,778
1980	7,414	6,154	--	--	1,339	820	9,000	6,997
1982	7,623	6,327	--	--	1,377	843	9,400	7,200

Longwood College

Farmville

Founded in 1839 as a female academy in Farmville, Longwood College is a full-time, primarily undergraduate college with most of its students living on campus. It remains a predominantly women's institution, although men are admitted as day students.

The College offers the Bachelor of Arts and Bachelor of Science degrees in the arts and sciences and education, giving particular attention to teacher preparation. In addition, limited graduate programs leading to the master's degree are also provided, particularly in education.

Summary of Institutional Plans

TYPE OF INSTITUTION—This institution is, and plans to continue to be, a comprehensive college offering a liberal arts and science program, professional programs in teaching training and social work, and pre-professional training in the medical sciences.

EXTENT OF INVOLVEMENT IN INSTRUCTION, RESEARCH, AND PUBLIC SERVICE—The primary emphasis at Longwood College is on instruction. The College's involvement in research consists of departmental projects and individual research necessary to support the teaching process. Within the areas of public service, emphasis is placed upon service to public schools. The College is a regional center for the distribution of films and other media to public schools.

Its Campus School is used as an observational and research center and is visited by public school personnel from throughout the Commonwealth. The College and Campus School faculties consult actively with the public schools.

TABLE 22
Levels of Achievement and Discipline Division Areas Currently Offered by Longwood College

Discipline Division	Levels of Achievement					
	Associate Degree	Bachelor's Degree	First Professional	Graduate		
				Master's	Inter-mediate	Doctoral
Biological Sciences		X				
Business and Management		X				
Education		X		X		
Fine and Applied Arts		X				
Foreign Languages		X				
Health Professions		X				
Home Economics		X				
Letters		X		X		
Mathematics		X				
Physical Sciences		X				
Psychology		X				
Social Sciences		X		X		

During the next several years, Longwood proposes modest additions to its curriculum. Degree programs are planned in recreation, public affairs and services, ethnic studies and communications. Work in communications would build upon the College's considerable strength in the audio-visual and media fields. In the graduate area, Longwood will continue to study the demand for its existing programs, and to assess the strength of these programs. It will propose new programs based upon assessment of need and upon existing strengths, and it will propose the elimination of existing programs that are not productive. As they are formally proposed, the State Council of Higher Education will carefully evaluate the demand for them and will seek to avoid unnecessary duplication.

INSTITUTIONAL EMPHASIS—Longwood's traditional role has been the preparation of teachers, but the College will develop a broader emphasis during the next decade. In particular, it will move into preparing students for other areas of public service employment such as public administration and social work. Preparation for business careers will also receive increasing emphasis.

Finally, the percentage of degrees granted in the fine or liberal arts is expected to show some increase.

OTHER PLANNING CRITERIA—Longwood College currently draws about 95 percent of its enrollment from throughout Virginia, but particularly from its urban areas. It is intensifying its recruitment of out-of-state students and anticipates that this will result in a small increase in the proportion of out-of-state students. The College maintains an extensive student exchange program with Hampden-Sydney College which is a private men's college located about five miles from Farmville.

Table 23
Projected Enrollment of Longwood College

Fall of	Undergraduate		First Professional		Graduate		Total	
	Headcount	FTE	Headcount	FTE	Headcount	FTE	Headcount	FTE
1972	2,274	2,359	--	--	91	25	2,365	2,384
1974	2,310	2,367	--	--	110	36	2,420	2,403
1976	2,320	2,367	--	--	130	43	2,450	2,410
1978	2,325	2,367	--	--	150	50	2,475	2,417
1980	2,325	2,367	--	--	150	50	2,475	2,417
1982	2,295	2,367	--	--	150	50	2,445	2,417

Madison College

Harrisonburg

Madison College was founded in 1908 as a State Normal and Industrial School for Women. It is now a multi-purpose state regional institution of higher learning. The College is co-educational, primarily undergraduate, with most of its students living on campus. It attracts students from all areas of the State, but its primary service area is the Shenandoah Valley and portions of Northwestern Virginia.

Madison College is authorized to confer the degrees of Bachelor of Arts, Bachelor of Science, Bachelor of Music Education, Bachelor of Business Administration, Master of Arts in Education, Master of Science in Education, Master of Arts, Master of Science, and Master of Business Administration.

Summary of Institutional Plans

TYPE OF INSTITUTION—This institution is, and plans to continue to be, a comprehensive college offering liberal arts and science programs, professional and pre-professional programs.

EXTENT OF INVOLVEMENT IN INSTRUCTION, RESEARCH, AND PUBLIC SERVICE—Instruction, research, and public service are essential parts of the educational mission of Madison College. Instruction is given the highest priority with second priority given to public service. Public service takes many forms, including the continuation and expansion of an active off-campus program in continuing education for the Shenandoah Valley. Madison College has been designated as one of six regional centers for continuing education in the Commonwealth. Third priority goes to research efforts, although this is not to indicate that research is discouraged. The College recognizes that research is essential to maintain the vitality of the College's faculty and its teaching efforts. Research which can function in the area of public service is particularly emphasized.

TABLE 24
Levels of Achievement and Discipline Division Areas Currently Offered by Madison College

Discipline Division	Levels of Achievement					
	Associate Degree	Bachelor's Degree	First Professional	Graduate		
				Master's	Inter-mediate	Doctoral
Area Studies		X				
Biological Sciences		X		X		
Business and Management		X		X		
Education		X		X		
Fine and Applied Arts		X		X		
Foreign Languages		X				
Health Professions		X				
Home Economics		X				
Letters		X		X		
Library Science		X				
Mathematics		X		X		
Physical Sciences		X		X		
Psychology		X		X		
Public Affairs and Services		X				
Social Sciences		X		X		
Interdisciplinary Studies		X				

During the next several years Madison College will propose the addition of a number of programs to its curriculum. The College has planning approval for baccalaureate programs in hotel/restaurant management, distributive education, and recreation. It has planning approval for a master's program in hearing disorders. The College has an especially strong interest in initiating a baccalaureate nursing program and a master's program in school library service. Other programs which may also be proposed are master's programs in educational diagnostics, instructional technology, physical education, music, communication/media, and gerontology. As these programs are formally proposed, both the College and the State Council of Higher Education will assess the state-wide need for them, the adequacy of institutional facilities and other resources, and their compatibility with the College's mission.

AREAS OF INSTITUTIONAL EMPHASIS—Madison College's major strength is in the professional programs with a strong foundation in the arts and sciences. As a vital and growing institution, it will build on this strength as it moves into additional program areas. While the College will continue to have major responsibility to the Commonwealth in the area of teacher preparation, manpower demands in public education will increasingly encourage a reallocation of institutional resources while at the same time maintaining the strength of the arts and sciences. During the next decade, therefore, there will be significant reallocations of teaching and other resources as the College seeks to meet the needs of its students and the Commonwealth.

In one sense Madison College serves a specific geographical area, and it will continue to develop programs in its curriculum to best serve this area. In another sense, however, the College has a state-wide role: its residential environment provides a self-centered college community for students with a relatively wide range of academic abilities and interests, and it seeks to prepare those students for useful lives as citizens of the Commonwealth.

OTHER PLANNING CRITERIA—While most of its students are Virginia residents, Madison College will continue to serve out-of-state students. Only 12 percent of the College's enrollment is made up of part-time students. Although the majority of students will continue to reside in College-controlled housing, increased opportunities will be offered for the student who desires to commute to the campus. This may have an effect on the proportion of part-time students who enroll. Continued efforts will be made by Madison College to equalize the numbers of male and female students. A co-educational institution since 1966, the percentage of male students at Madison College stood at 33 percent in 1972.

Table 25
Projectad Enrollment of Madison College

Fall of	Undergraduate		First Professional		Graduate		Total	
	Headcount	FTE	Headcount	FTE	Headcount	FTE	Headcount	FTE
1972	5,061	5,171	–	–	431	176	5,492	5,347
1974	5,850	5,817	–	–	488	203	6,338	6,020
1976	6,245	6,193	–	–	578	287	6,823	6,480
1978	6,543	6,529	–	–	677	326	7,220	6,855
1980	6,543	6,529	–	–	677	326	7,220	6,855
1982	6,478	6,467	–	–	677	326	7,155	6,793

Norfolk State College

Norfolk

Norfolk State College was founded in 1935 as a branch of Virginia Union University, a private institution in Richmond. In 1944, what was then the Norfolk Polytechnic College became a state-supported division of Virginia State College, a status which was maintained until 1969 when the institution was granted independent status with its own governing board. It is a co-educational institution with a predominantly black enrollment. The College offers the Bachelor of Arts and Bachelor of Science degrees in the arts and sciences, education, business administration, and technology. In addition, it offers the associate degree in several technological and occupational areas. In 1972, the College was authorized by the General Assembly of Virginia to grant the master's degree and is currently planning master's level programs.

Summary of Institutional Plans

TYPE OF INSTITUTION—This institution is a comprehensive college offering liberal arts and sciences, technological and professional programs at the baccalaureate level with plans to offer programs at the master's level.

EXTENT OF INVOLVEMENT IN INSTRUCTION, RESEARCH, AND PUBLIC SERVICE—The major emphasis at Norfolk State College is on the function of instruction. The College's involvement in research emphasizes departmental and individual research essential as a complement to the teaching

TABLE 26
Levels of Achievement and Discipline Division Areas Currently Offered by Norfolk State College

Discipline Division	Levels of Achievement					
	Associate Degree	Bachelor's Degree	First Professional	Graduate		
				Master's	Intermediate	Doctoral
Biological Sciences		X				
Business and Management		X				
Education		X				
Fine and Applied Arts		X				
Foreign Languages		X				
Health Professions		X				
Letters		X				
Mathematics		X				
Physical Sciences		X				
Psychology		X				
Public Affairs and Services		X				
Social Sciences		X				
Business and Commerce Technologies	X					
Health Services and Paramedical Technologies	X					
Mechanical and Engineering Technologies	X	X				
Natural Sciences Technologies	X					

process and as support to the institution's public service activities. The College does engage in organized and sponsored research. With its expanded program, the College anticipates an extension of its research function.

The public service function has been a sustained concern and emphasis of Norfolk State College. Much of this concern and involvement has been manifested in the overall college program and through the Division of Continuing Education and Evening College. Implementation of some of the public service functions takes the form of institutes, workshops, forums, clinics, conferences, seminars, meetings, projects, consultative and research services, and Evening College offerings. Moreover, the physical facilities and resources of the College are utilized by the community in fostering the public service function.

Having been authorized by the General Assembly to grant masters' degrees, there is a basic commitment to strengthen and expand the programs of Norfolk State College. The College is now planning master's level programs in several areas. Among them are education, business, the natural sciences, the social sciences, and the liberal arts. The same act of the General Assembly which

authorized masters' degrees to the College specified: "All requests for individual master's degree programs from Norfolk State College shall be carefully reviewed by the State Council of Higher Education along with present programs and program requests from Old Dominion University in order to avoid duplication and to encourage growth and development at each institution in Norfolk which will be complementary and which will meet the needs of the citizens of the Tidewater area and the Commonwealth of Virginia."

Norfolk State College currently has planning approval for master's programs in communications and social work, and for a bachelor's program in home economics.

Norfolk State College should begin to phase out its associate degree work as it expands into master's degree work and as the community colleges in the Tidewater area demonstrate their ability to offer appropriate programs and to serve the students now served by Norfolk State College with these programs.

OTHER PLANNING CRITERIA—Currently in-state students constitute nearly 94 percent of the total enrollment of Norfolk State College. Sixty-five percent of the total enrollment is drawn from the Tidewater area and 35 percent from non-commuting distances. It is expected that the out-of-state enrollment may experience a slight increase over the next ten years. Presently about 12 percent of the enrollment is housed on campus. The provision of limited additional dormitory space is expected to increase the number of on-campus residential students within the next ten years. The percentage of part-time students who enroll is also expected to increase somewhat from the present 22 percent. The ratio of male to female students is currently about 50/50.

Table 27
Projected Enrollment of Norfolk State College

Fall of	Undergraduate		First Professional		Graduate		Total	
	Headcount	FTE	Headcount	FTE	Headcount	FTE	Headcount	FTE
1972	5,8							
1972	5,826	5,005	--	--	--	--	5,826	5,005
1974	6,458	5,761	--	--	52	43	6,510	5,804
1976	7,042	6,318	--	--	148	118	7,190	6,436
1978	7,339	6,628	--	--	251	191	7,590	6,819
1980	7,542	6,905	--	--	318	247	7,860	7,152
1982	7,696	7,097	--	--	404	303	8,100	7,400

Radford College

Radford

Radford College was founded in 1910 as a State Normal and Industrial School for Women at Radford, and in 1944 was consolidated with Virginia Polytechnic Institute as its women's division. In 1964, Radford again became a separate institution and a separate governing board was appointed. The College became co-educational in 1972; a majority of its students are women, full-time, and live on campus, but the numbers of male and part-time students are increasing.

Summary of Institutional Plans

TYPE OF INSTITUTION—This institution is, and plans to continue to be, a comprehensive college offering liberal arts and sciences and professional programs at both the baccalaureate and master's level.

TABLE 28
Levels of Achievement and Discipline Division Areas Currently Offered by Radford College

Discipline Division	Levels of Achievement					
	Associate Degree	Bachelor's Degree	First Professional	Graduate		
				Master's	Intermediate	Doctoral
Area Studies		X				
Biological Sciences		X		X		
Business and Management		X				
Communications		X				
Education		X		X		
Fine and Applied Arts		X		X		
Foreign Languages		X				
Health Professions		X				
Home Economics		X		X		
Letters		X		X		
Library Science		X				
Mathematics		X		X		
Physical Sciences		X				
Psychology		X		X		
Public Affairs and Services		X				
Social Sciences		X		X		
Interdisciplinary Studies		X				

EXTENT OF INVOLVEMENT IN INSTRUCTION, RESEARCH, AND PUBLIC SERVICE—The primary emphasis at Radford College is on the function of instruction. It is expected that additional continuing education offerings will expand the instructional function of the institution. The College's involvement in research consists largely of individual research projects which complement the teaching process. In addition to the cultural programs provided to the surrounding community, Radford, in its public service role, emphasizes the provision of services to the public educational systems of the Commonwealth.

Within the next several years, Radford College proposes to add to its curriculum a baccalaureate program in liberal studies. This program would fall within the broad area of interdisciplinary studies, but would be a different approach from, and in addition to, the bachelor's degree program in interdisciplinary studies already offered.

AREAS OF INSTITUTIONAL EMPHASIS—Radford College provides its comprehensive curriculum in a small college environment. Programs in education, including school psychology, the fine arts (art, music, dance, theatre), nursing and pre-professional studies are emphasized. A future thrust of the institution will be in the development of educational innovations including the degree program in liberal studies.

OTHER PLANNING CRITERIA--Radford College, with its primary emphasis on instruction, draws approximately 82 percent of its enrollment from throughout Virginia. It is expected that out-of-state enrollment will be maintained at approximately the same level over the next ten years. The majority of students at Radford are full-time students and approximately three-fourths reside on campus. Male students comprise 15 percent of the enrollment at Radford and this percentage is expected to increase significantly during the next ten years.

Table 29
Projected Enrollment of Radford College

Fall of	Undergraduate		First Professional		Graduate		Total	
	Headcount	FTE	Headcount	FTE	Headcount	FTE	Headcount	FTE
1972	3,104	3,244	--	--	464	212	3,568	3,456
1974	2,910	2,910	--	--	485	194	3,395	3,104
1976	3,184	3,184	--	--	500	200	3,684	3,384
1978	3,466	3,466	--	--	500	210	3,966	3,676
1980	3,618	3,618	--	--	500	220	4,118	3,838
1982	3,643	3,643	--	--	500	230	4,143	3,873

Virginia State College

Petersburg

Founded in 1882 in Petersburg, Virginia State College is a co-educational, predominantly black, graduate and undergraduate institution serving both commuters and students who live on campus. It is one of the two land-grant institutions in Virginia, and as such is engaged in extension and cooperative research programs. The College offers the Bachelor of Arts or Bachelor of Science degree in the arts and sciences, education, business administration, and agriculture. It also offers the master's degree in each of the areas. It places particular emphasis on its public service role, a unique feature of which is the operation of a statewide, off-campus, federally-funded, work-study program to assist low-income students in financing their college educations.

Summary of Institutional Plans

TYPE OF INSTITUTION—The institution is, and plans to continue as, a comprehensive college offering liberal arts and science programs and professional programs at both the baccalaureate and master's level.

TABLE 30
Levels of Achievement and Discipline Division Areas Currently Offered by Virginia State College

Discipline Division	Levels of Achievement					
	Associate Degree	Bachelor's Degree	First Professional	Graduate		
				Master's	Intermediate	Doctoral
Agriculture and Natural Resources		X				
Biological Sciences		X		X		
Business and Management		X				
Education		X		X		
Fine and Applied Arts		X				
Foreign Languages		X				
Home Economics		X				
Letters		X		X		
Library Science		X				
Mathematics		X		X		
Physical Sciences		X		X		
Psychology		X		X		
Social Sciences		X		X		

EXTENT OF INVOLVEMENT IN INSTRUCTION, RESEARCH, AND PUBLIC SERVICE—The primary emphasis at Virginia State College is on the function of instruction. Involvement in research consists primarily of departmental and individual research necessary to complement the teaching process. Organized and/or sponsored research is carried on, but only to a limited extent. The College has a major commitment to public service through its Division of Continuing Education, which responds to demands for workshops, institutes, and courses for public school personnel, agricultural workers, and other citizens in a variety of fields. It is also actively involved in the community in which it is located, working closely with the three cities in the area, as well as the entire Southside Virginia community. Many of the College's resources and facilities are made available for community use.

Virginia State proposes to develop bachelor's degree programs in the health professions, area studies, public affairs and service, and interdisciplinary studies. The institution already has planning approval for a master's degree program in economics (business).

AREAS OF INSTITUTIONAL EMPHASIS AND UNIQUENESS—The College's teaching expertise focuses extensively on providing foundation-level work for culturally deprived students. Of particular significance are its programs in vocational-industrial education and educational media (library science). The College is studying ways to move toward developing an institution-wide cooperative education program.

OTHER PLANNING CRITERIA—Virginia State College has a distinguished record of service to the black population of the entire state, and this commitment can be expected to continue. However, over the last several years the role of the institution has been broadened and enhanced so that it is now actively engaged in providing needed educational services to the immediate community in which it is located and to the entire Southside region of Virginia as well.

At the present time, 82 percent of the College's enrollment is composed of Virginia residents who are drawn from throughout the State. This percentage of in-state students is expected to increase to about 90 percent by 1982. Many of the students from outside the proximity of the institution live on campus, providing a residential college atmosphere.

Part-time students, who constitute 24 percent of total enrollment, are primarily residents of the College's immediate area and the adjacent counties and cities of Southside Virginia. The College hopes to increase its service to part-time students in response to the needs and growth of the area. In view of the anticipated increase in part-time enrollment and the limited on-campus housing available to accommodate future growth, the College will increasingly become a commuting institution.

The present student body consists of 47 percent males and 53 percent females. Projections of future enrollments assume that the proportion of males will increase to approximately 50 percent by the 1980s.

Table 31
Projected Enrollment of Virginia State College

Fall of	Undergraduate		First Professional		Graduate		Total	
	Headcount	FTE	Headcount	FTE	Headcount	FTE	Headcount	FTE
1972	3,137	3,413	--	--	632	328	3,769	3,741
1974	3,361	3,128	--	--	696	267	4,057	3,395
1976	3,540	3,315	--	--	743	293	4,283	3,608
1978	3,670	3,567	--	--	761	318	4,431	3,885
1980	3,856	3,687	--	--	656	255	4,512	3,942
1982	3,856	3,687	--	--	656	255	4,512	3,942

Clinch Valley College

Wise

Founded in 1954 as a branch of the University of Virginia, Clinch Valley College is a small, co-educational, undergraduate, residential and commuting college. As the only senior state-supported institution in Southwest Virginia, it serves primarily that area by offering the Bachelor of Arts and Bachelor of Science degrees in the arts and sciences, education, and business administration. In addition, it seeks to serve as an intellectual and cultural center for Southwestern Virginia and to stimulate the development of the area and its people.

Summary of Institutional Plans

TYPE OF INSTITUTION—This institution is, and will continue to be, a liberal arts college. However, professional and occupational academic programs will be developed to better serve Southwest Virginia.

EXTENT OF INVOLVEMENT IN INSTRUCTION, RESEARCH, AND PUBLIC SERVICE—The primary emphasis at Clinch Valley is on providing instruction. The College's involvement in research is directed primarily toward the departmental projects and individual research supportive to the teaching process. Public service activities are a part of the institution's regional relationships. Faculty and students are involved in studies and surveys of the social and economic life in the area, studies which may be interpreted as a type of research and public service.

TABLE 32
Levels of Achievement and Discipline Division Areas Currently Offered by Clinch Valley College

Discipline Division	Levels of Achievement					
	Associate Degree	Bachelor's Degree	First Professional	Graduate		
				Master's	Intermediate	Doctoral
Biological Sciences		X				
Business and Management		X				
Education		X				
Foreign Languages		X				
Health Professions		X				
Letters		X				
Mathematics		X				
Physical Sciences		X				
Public Affairs and Services		X				
Social Sciences		X				
Interdisciplinary Studies		X				

The College intends to propose the addition of baccalaureate degree programs during the next several years. Interdisciplinary work in the fine and applied arts and in environmental management are proposed as new areas of emphasis.

INSTITUTIONAL EMPHASIS—Clinch Valley College is the only senior Virginia institution located in Appalachia. As such it has a distinctive mission, unusual opportunities, and many challenges. The College can capitalize on local culture, and now seeks to use its resources to solve regional problems. Its curriculum is soundly based on the arts and sciences, but now includes emphasis in rural social welfare and will soon propose to develop a curricular emphasis on environmental management.

Most of Clinch Valley's students are from lower income families, and the College is actively considering cooperative programs which will help them finance their educations.

OTHER PLANNING CRITERIA—Approximately 95 percent of Clinch Valley College's enrollment is made up of Virginia residents. The majority of its out-of-state enrollment is drawn from the easternmost areas of the adjacent states of Kentucky and Tennessee.

The College has a large number of commuting students, in part due to a current lack of on-campus housing. Approximately 10 percent of all students attend on a part-time basis. There is no institutional policy on the ratio of

male to female students. In 1972, however, there was almost an even balance between men and women.

In 1972, Mountain Empire Community College—a comprehensive, state-supported two-year college—was established in the region in which Clinch Valley College is located. It will be extremely important to the future of both colleges and the people of the region which they serve, that mutual cooperation and program coordination be heavily emphasized.

Clinch Valley College should remain, during the next two years at least, a branch of the University of Virginia. During this time, the College should seek to define its mission more sharply, and should take further advantage of its location to become a truly distinctive institution within Virginia's system of higher education.

Table 33
Projected Enrollment of Clinch Valley College

Fall of	Undergraduate		First Professional		Graduate		Total	
	Headcount	FTE	Headcount	FTE	Headcount	FTE	Headcount	FTE
1972	765	724	--	--	--	--	765	724
1974	926	882	--	--	--	--	926	882
1976	1,054	1,006	--	--	--	--	1,054	1,006
1978	1,130	1,082	--	--	--	--	1,130	1,082
1980	1,088	1,042	--	--	--	--	1,088	1,042
1982	1,030	987	--	--	--	--	1,030	987

Mary Washington College

Fredericksburg

Mary Washington College was founded in 1908 as a State Normal and Industrial School for Women in Fredericksburg and became affiliated with the University of Virginia in 1944 as its women's undergraduate liberal arts college. In 1972, the College was separated from the University of Virginia and became an autonomous institution with its own governing board. Historically, Mary Washington College has been a college for women, but it is now a co-educational institution with a small but growing number of male students. The College primarily serves full-time residential students, although its part-time commuting enrollment is increasing. The Bachelor of Arts or Bachelor of Science degrees are offered in the arts and sciences.

Summary of Institutional Plans

TYPE OF INSTITUTION—Mary Washington College is, and plans to continue to be, a college of the liberal arts and sciences.

EXTENT OF INVOLVEMENT IN INSTRUCTION, RESEARCH, AND PUBLIC SERVICE—In pursuit of its objectives as an undergraduate liberal arts college, Mary Washington places major emphasis on instruction. The College's involvement in research is directed toward the departmental projects and individual research necessary to support the teaching process. Institutional involvement in public service is directed toward making its educational resources available to the general community.

TABLE 34
Levels of Achievement and Discipline Division Areas Currently Offered by Mary Washington College

Discipline Division	Levels of Achievement					
	Associate Degree	Bachelor's Degree	First Professional	Graduate		
				Master's	Intermediate	Doctoral
Area Studies		X				
Biological Sciences		X				
Fine and Applied Arts		X				
Foreign Languages		X				
Health Professions		X				
Letters		X				
Mathematics		X				
Physical Sciences		X				
Psychology		X				
Public Affairs and Services		X				
Social Sciences		X				

Future population growth in the Fredericksburg area and, in general, in the "urban corridor" between Washington and Richmond, will lead the College to propose curricular additions to meet new and increased demands. The College will continue to reassess its offerings, and will build upon the high quality of its liberal arts and science programs when it proposes curricular additions. In this way, its development will evolve naturally from its present strengths. Such additions to the curriculum will be evaluated by the State Council as they are proposed.

INSTITUTIONAL EMPHASIS—Mary Washington College is strongly committed to a tradition of excellence in the liberal arts and sciences. As a small, undergraduate institution with this emphasis, it is distinctive within Virginia's system of higher education.

OTHER PLANNING CRITERIA—Mary Washington College, with its emphasis on instruction, draws its in-state students from almost all sections of Virginia, but particularly from the urban areas of Northern Virginia, Richmond, and Tidewater. Admissions standards have produced an enrollment distribution of 70 percent from Virginia and 30 percent from out-of-state. It is anticipated that this distribution will prevail for the next ten years to the extent that opportunities for in-state students are not unduly lessened.

By means of guaranteed transfer agreements with Virginia community colleges, Mary Washington also hopes to make the baccalaureate degree increasingly accessible to the college-age population of Virginia.

Table 35
Projected Enrollment of Mary Washington College

Fall of	Undergraduate		First Professional		Graduate		Total	
	Headcount	FTE	Headcount	FTE	Headcount	FTE	Headcount	FTE
1972	2,229	2,238	--	--	--	--	2,229	2,238
1974	2,320	2,188	--	--	--	--	2,320	2,188
1976	2,350	2,165	--	--	--	--	2,350	2,165
1978	2,384	2,179	--	--	--	--	2,384	2,179
1980	2,414	2,187	--	--	--	--	2,414	2,187
1982	2,403	2,167	--	--	--	--	2,403	2,167

Virginia Military Institute

Lexington

Founded in 1839 as the first state military college in the United States, Virginia Military Institute is a four-year, predominantly male, undergraduate, full-time military college with almost all of its students living on campus. The Institute's program has been based for more than 130 years on the concept of the citizen-soldier, a young man prepared to assume his place of leadership in civilian life but also ready to respond in like capacity during times of national military need.

Summary of Institutional Plans

TYPE OF INSTITUTION—This institution is, and will continue to be, a specialized institution having certain features of each of the following: a liberal arts college, a school of engineering and science, and a military institute.

EXTENT OF INVOLVEMENT IN INSTRUCTION, RESEARCH, AND PUBLIC SERVICE—Due to the unique nature of Virginia Military Institute, the instructional function—stressing excellence in teaching—has been and will remain the primary emphasis of the educational program at the Institute. It does, however, encourage its faculty to engage in those scholarly pursuits and research that will enhance effectiveness in teaching. Organized and/or sponsored research is carried on primarily through the VMI Research Laboratories, a privately incorporated, non-profit organization which serves as the Institute's research arm. The Institute also carries out certain public service activities including conferences, a museum, and the Battlefield Park at New Market, Virginia.

TABLE 36
Levels of Achievement and Discipline Division Areas Currently Offered by Virginia Military Institute

Discipline Division	Levels of Achievement					
	Associate Degree	Bachelor's Degree	First Professional	Graduate		
				Master's	Intermediate	Doctoral
Biological Sciences		X				
Engineering		X				
Foreign Languages		X				
Letters		X				
Mathematics		X				
Physical Sciences		X				
Social Sciences		X				

The Institute does not propose to add degree programs to its curriculum over the next ten years.

AREAS OF INSTITUTIONAL EMPHASIS—The Institute's educational emphasis is on liberal arts, engineering and science within a military environment.

OTHER PLANNING CRITERIA—In the sense that it is the only higher educational institution in Virginia and one of the few in the country offering undergraduate education within the framework of a military environment, VMI has a

national as well as a state-wide service area. More than 47 percent of the enrollment at VMI is from out-of-state. The Institute's policy is to accept all qualified Virginia students who apply, and these are attracted from throughout the Commonwealth. The other members of each entering class are selected from non-Virginia applicants.

The Institute is almost exclusively a residential institution with nearly all of its undergraduate enrollment living on-campus and enrolled full-time. There are no female students at VMI except as they may be admitted to the Evening College or Summer School. VMI will continue to serve the student who wishes to obtain an undergraduate college education within a total military environment.

Table 37
Projected Enrollment of Virginia Military Institute

Fall of	Undergraduate		First Professional		Graduate		Total	
	Headcount	FTE	Headcount	FTE	Headcount	FTE	Headcount	FTE
1972	1,106	1,279	--	--	--	--	1,106	1,279
1974	1,110	1,284	--	--	--	--	1,110	1,284
1976	1,200	1,360	--	--	--	--	1,200	1,360
1978	1,200	1,360	--	--	--	--	1,200	1,360
1980	1,200	1,360	--	--	--	--	1,200	1,360
1982	1,200	1,360	--	--	--	--	1,200	1,360

The Virginia Community College System

Richmond

The Virginia Community College System was founded in 1966 and has developed into a state-wide system of 23 colleges offering educational opportunities within commuting distance of all citizens of the Commonwealth. These colleges, each of which serves a particular region of the State, offer diplomas, certificates, and associate degrees in occupational-technical fields and associate degrees in college transfer programs in art, business administration, liberal arts, music, pre-engineering, pre-teacher education, and science.

Summary of Community Colleges Plans

TYPE OF INSTITUTIONS—These institutions plan to continue to be comprehensive community colleges.

EXTENT OF INVOLVEMENT IN INSTRUCTION, RESEARCH, AND PUBLIC SERVICE—The primary function of a comprehensive community college is instruction. The colleges within the Virginia Community College System offer instruction at the freshman and sophomore level acceptable for transfer to baccalaureate degree programs at four-year institutions, occupational-technical instruction designed for occupational competence and employment entry, continuing education to enable individuals to continue their learning experiences, and developmental studies to improve the basic skills and knowledge necessary to succeed in other education programs. The research which is carried on in these institutions is directed to supporting and evaluating educational programs and system management. As a secondary emphasis, each college also provides significant public service to the areas and communities within its region. These public service activities include a large number of noncredit offerings and special training programs designed specifically to prepare employees for new and expanding industries.

TABLE 38
Levels of Achievement and Discipline Division Areas Currently Offered by the Virginia Community College System

Discipline Division	Levels of Achievement	
	Certificate and/or Degree	Associate Degree
College Transfer:		
Business and Management		X
Education		X
Engineering		X
Fine and Applied Arts		X
Physical Sciences		X
Interdisciplinary Studies		X
Occupational-Technical:		
Business and Commerce Technologies	X	X
Data Processing Technologies	X	X
Health Services and Paramedical Technologies	X	X
Mechanical and Engineering Technologies	X	X
Natural Science Technologies	X	X
Public Service Related Technologies	X	X

AREAS OF SYSTEM EMPHASIS—Although each individual college has its own individual strengths, programs in business and commerce technology and engineering technology are particularly strong on a system-wide basis. These areas attract approximately 65 percent of the total student enrollment. Disciplines

which will receive increased emphasis during the next ten years are health services and paramedical technologies, and public and social service technologies.

OTHER PLANNING CRITERIA—Each community college serves primarily that geographic area of the State which is defined as its service district. In-state enrollment comprised 94 percent of all community college enrollment in 1972. It is believed that out-of-state enrollment will stabilize at about 5 percent of the total, coming largely in those community colleges where the service districts border on neighboring states.

The colleges in the Virginia Community College System are co-educational institutions designed to serve Virginia residents as either full- or part-time students living off-campus as commuting students. There has been a trend toward an increased percentage of part-time students. It is believed that this will stabilize at about 40 percent full-time students and 60 percent part-time students. There has also been a trend of 2 to 3 percent more female enrollment each year. Females currently constitute 40 percent of enrollment, and are expected to constitute 45 percent by 1982. It should be noted that the community colleges, with their modified open admissions policies, have no policies with respect to these ratios.

Table 39
Projected Enrollment of the Virginia Community College System

Fall of	Foundation		Lower Level				Unclassified		Total	
			Occupational-Technical		Bachelor's Credit					
	Headcount	FTE	Headcount	FTE	Headcount	FTE	Headcount	FTE	Headcount	FTE
1972	3,475	10,686	12,051	10,012	8,721	7,680	17,476	--	41,723	28,378
1974	4,957	14,517	21,322	15,524	16,029	11,591	16,193	--	58,501	41,632
1976	6,186	17,809	26,537	19,014	19,727	14,079	20,009	--	72,459	50,902
1978	6,939	20,114	30,051	21,385	22,298	15,899	22,578	--	81,866	57,398
1980	7,275	21,226	31,711	22,562	23,607	16,762	23,907	--	86,500	60,550
1982	7,442	21,271	32,056	22,776	23,663	16,853	23,839	--	87,000	60,900

Virginia Community College System

College Location	Date Founded	Fall 1973 Enrollment
Blue Ridge Community College Weyers Cave	1965	1,396
Central Virginia Community College Lynchburg	1966	2,055
Dabney S. Lancaster Community College Clifton Forge	1967	754
Danville Community College Danville	1968	1,934
Eastern Shore Community College Wallops Island	1964	206
Germanna Community College Fredericksburg	1970	720
J. Sargeant Reynolds Community College Richmond	1972	2,734
John Tyler Community College Chester	1967	1,955
Lord Fairfax Community College Middletown	1970	980
Mountain Empire Community College Big Stone Gap	1972	762
New River Community College Dublin	1966	1,703
Northern Virginia Community College Alexandria (Alexandria Campus) Annandale (Annandale Campus) Sterling (Loudoun Campus) Manassas (Manassas Campus) Woodbridge (Woodbridge Campus)	1966	17,260
Patrick Henry Community College Martinsville	1962	692

College Location	Date Founded	Fall 1973 Enrollment
Paul D. Camp Community College Franklin	1968	731
Piedmont Virginia Community College Charlottesville	1972	1,096
Rappahannock Community College Glenns (South Campus) Warsaw (North Campus)	1971	741
Southside Virginia Community College Alberta (Christanna Campus) Keysville (John H. Daniel Campus)	1970	968
Southwest Virginia Community College Richlands	1968	1,524
Thomas Nelson Community College Hampton	1967	3,014
Tidewater Community College Portsmouth (Frederick Campus) Virginia Beach (Virginia Beach Campus) Chesapeake (Chesapeake Campus)	1968	5,271
Virginia Highlands Community College Abingdon	1967	1,027
Virginia Western Community College Roanoke	1966	3,701
Wytheville Community College Wytheville	1963	1,261

Richard Bland College

Petersburg

Founded in 1960 in Petersburg, as a branch of The College of William and Mary, Richard Bland College is a commuting, co-educational, two-year college. It serves primarily the urban and suburban area of the cities of Colonial Heights, Hopewell, Petersburg, and surrounding areas by offering the Associate in Arts or Associate in Science degrees in the arts and sciences, fine arts, and business administration.

Summary of Institutional Plans

TYPE OF INSTITUTION—This institution is a junior college which offers the first two years of college, primarily in the form of a liberal arts curriculum, and prepares students for possible transfer to a senior institution. The present plans of the board of its parent institution are to strengthen and improve the College in its present status.

EXTENT OF INVOLVEMENT IN INSTRUCTION, RESEARCH, AND PUBLIC SERVICE—The predominant emphasis at Richard Bland College is on providing instruction, with concomitant attention to departmental research necessary as a complement to the teaching process, and public service to the community in which it is located.

TABLE 40
Levels of Achievement and Discipline Division Areas Currently Offered by Richard Bland College

Discipline Division	Level of Achievement
	Associate Degree
College Transfer:	
Business and Management	X
Fine and Applied Arts	X
Physical Sciences	X
Interdisciplinary Studies	X

At the present time, Richard Bland is not planning any major additions to its curriculum in the form of new academic programs.

OTHER PLANNING CRITERIA—Richard Bland College draws over 95 percent of its enrollment from Virginia, and approximately 90 percent of that in-state enrollment resides in the immediate surrounding areas of Southside Virginia. These proportions are not expected to change in the foreseeable future.

The College is a commuting institution and does not plan to provide on-campus student housing in the foreseeable future. Approximately 45 percent of the total number of students attend on a part-time basis. Female students comprise slightly more than 50 percent of the student body.

SPECIAL PLANNING CRITERIA—The role and mission of Richard Bland College has received attention in recent years in several ways. In 1965, the Virginia Higher Education Study Commission recommended that all two-year branch colleges become a part of the Virginia Community College System, which subsequently occurred with the exception of Richard Bland College. The Virginia Council of Higher Education also recommended in its 1967 *Virginia Plan* that Richard Bland College be incorporated into the Virginia Community College System. Three years later, the General Assembly authorized Richard Bland College to escalate to a four-year institution. This proposal resulted in litigation, ultimately decided by the United States Supreme Court, which enjoined Richard Bland College from escalating to senior college status.

The future of Richard Bland College has been further influenced by developments in the Southside Virginia area served by the College. Three community college campuses which also offer associate degree programs in the basic liberal arts and sciences, which is the area served by Richard Bland College, have been established. Virginia State College's enrollment of part-time commuting students from the Southside Virginia population is increasing. Factors such as these suggest that the future of Richard Bland College be carefully planned and coordinated with respect to the state-wide system of higher education.

The Council of Higher Education has carefully reviewed the plans of the Board of Visitors of The College of William and Mary and the earlier recommendations concerning Richard Bland College and has taken into consideration other factors influencing the role of the College. The Council continues to believe that the role of Richard Bland College as a two-year, liberal arts institution is not a desirable alternative for the Commonwealth. It further believes that based on the cited court actions and other factors, it cannot be elevated to baccalaureate degree granting status. The Council concludes that a more careful examination of the future role of the College should be undertaken to assure that the State's investment in Richard Bland College is protected and that the resources of the College are used in the best interest of the Commonwealth.

Therefore, the State Council of Higher Education will appoint a study committee to consider and make recommendations on the future role of Richard Bland College. The committee should report by November 30, 1974.

Planning Statements of Virginia's Private Institutions

During the past several years, the State Council of Higher Education has enjoyed a mutually beneficial relationship with Virginia's private institutions of higher education and with their association, the Council of Independent Colleges in Virginia. Although the private institutions submit data for inclusion in several Council publications and have representation on most of the Council's advisory committees, the State Council of Higher Education has no statutory responsibility for them beyond that of granting state accreditation and authorizing the conferring of degrees.

Because the Council does not approve their degree programs or enrollment projections and has no voice in setting their long-range plans, neither the private institutions' planning statements nor enrollment projections have received endorsement by the Council. Nevertheless, the Council has carefully studied population statistics and projections relating to private higher education during the next decade and believes that, considered as a group, the enrollment projections of the private institutions are realistic.

The planning statements of the private institutions are presented with the belief that state-wide planning for higher education must include consideration of both public and private sectors. The information in the private college planning statements, when coupled with the academic program information presented in the Council of Higher Education's publication, *Higher Education in Virginia*, provides essential information for comprehensive planning.

Averett College

Danville

Averett is a co-educational college of arts and sciences chartered in 1859. The institution received its first accreditation as a junior college in 1917 and undertook a major reorganization in 1968 by adding a four-year baccalaureate degree program and making the college co-educational. Under its new status as a senior college, Averett awarded its first baccalaureate degree in the spring of 1971.

Baccalaureate degrees are offered in the arts and sciences, as well as in the fields of public education, business, religious life, and certain areas in the field of allied health professions. While research is encouraged, Averett's primary emphasis is on teaching and the dynamic interaction between students and faculty, both within and beyond the classroom.

Averett's academic program is oriented toward the community. It serves as an educational and cultural center for the local community and the surrounding area. During the next ten years, the College anticipates strengthening the major programs already offered. In addition, the College is presently exploring the feasibility of establishing a baccalaureate program in nursing. The aim is to offer a balance of liberal arts and professional career-oriented programs.

Approximately half of the total enrollment of 1,000 students lives on campus. Two-thirds of the present enrollment is female, although a more even distribution is anticipated in future years. The student body is drawn from a broad socioeconomic and cultural base and aims to provide the average student a strong liberal arts background augmented with studies in career fields. Seventy-five percent of the student body comes from Virginia. It is the only co-educational senior college in the South-Central region of Virginia. Averett has been closely coordinating with Stratford College in the joint use of facilities, faculty, and other resources.

TABLE 41
PROJECTED HEADCOUNT ENROLLMENT
Averett College
1972-1982

Fall of	Undergraduate	First Professional	Graduate	Total
1972	991	--	--	991
1974	1,050	--	--	1,050
1976	1,100	--	--	1,100
1978	1,100	--	--	1,100
1980	1,150	--	--	1,150
1982	1,200	--	--	1,200

Bridgewater College

Bridgewater

Bridgewater College was established in 1880 as Spring Creek Normal and Collegiate Institute. Nine years later the College was given its present name and was chartered by the State of Virginia to grant undergraduate degrees. It is an independent college which has been affiliated with the Church of the Brethren since its founding. A college of liberal arts, it is co-educational and predominantly residential with an enrollment of about 850 students.

Bridgewater's primary academic objective is to be proficient in the teaching of the social sciences, the humanities, and the natural sciences rather than to offer specific technical or vocational training. Bridgewater is concerned, however, with giving its graduates a head-start in their vocational work; it is interested in their general occupational competence and success; and it intends for them to become both humane and proficient in their professions.

The College offers the Bachelor of Arts and Bachelor of Science degrees. While concentrating on a liberal education and development of the total personality, the College provides opportunities for students to develop proficiency in certain professional fields such as teaching, business administration, home economics, and social work. It also offers pre-professional, educational opportunities for such fields as medicine, engineering, law, and the ministry.

The values of scholarship and personal contact between faculty and students are recognized at Bridgewater. Faculty members undertake research, read papers before learned societies, and publish books and articles. The emphasis on the search for knowledge has encouraged student-faculty research, and has developed a challenging honors program for superior students. Electing to keep its enrollment small, Bridgewater maintains a faculty-student ratio of 1/15.

Bridgewater College was the first co-educational college in Virginia. The mission was then, and continues to be, that of providing young people with a well-rounded liberal arts, Christian-oriented educational opportunity with the expectation that its graduates can make significant contributions to the society in which they live.

TABLE 42
PROJECTED HEADCOUNT ENROLLMENT
Bridgewater College
1972-1982

Fall of	Undergraduate	First Professional	Graduate	Total
1972	850	--	--	850
1974	860	--	--	860
1976	870	--	--	870
1978	880	--	--	880
1980	890	--	--	890
1982	900	--	--	900

Eastern Mennonite College

Harrisonburg

Eastern Mennonite College is a small, co-educational, four-year, Christian, liberal arts college offering the Bachelor of Arts and Bachelor of Science degrees. The College also grants a diploma upon completion of a two-year curriculum. The Seminary offers a three-year course leading to the Master of Divinity degree.

From a small Bible academy in 1917, Eastern Mennonite College has expanded into a four-year liberal arts college with almost 1,100 students. In 1965 the Seminary gained independence from the College and in 1968 began to offer a Master of Divinity program. The College operates under the auspices of the Virginia Mennonite Conference.

The College intends to give emphasis to scholarship by continuing the professional growth of the faculty and by maintaining the best of facilities for research and scientific study. Majors for the Bachelor of Arts and Bachelor of Sciences degrees may be taken in Bible, business administration, chemistry, elementary education, English, music, music education, history, social science, home economics education, dietetics, biology, natural science, mathematics, modern languages, nursing, physical education, physics, psychology and sociology. The Seminary, in addition to the Master of Divinity degree, offers the Bachelor of Divinity degree for those students who elect to forego the study of Greek and Hebrew, and a two-year program leading to a Master of Arts in religion. The College will continue to refine and re-evaluate its programs under the College's philosophy of education based on the Christian perspective in the liberal arts.

TABLE 43
PROJECTED HEADCOUNT ENROLLMENT
Eastern Mennonite College
1972-1982

Fall of	Undergraduate	First Professional	Graduate	Total
1972	910	45	--	955
1974	930	45	--	975
1976	965	50	--	1,015
1978	975	50	--	1,025
1980	1,000	60	--	1,060
1982	1,075	65	--	1,140

Emory and Henry College

Emory

Emory and Henry College is a co-educational, liberal arts college granting the undergraduate degrees of Bachelor of Arts and Bachelor of Science. The percentage of males and females comprising the student body is approximately equal with about three-fourths of the total students living on the campus.

The College operates under a charter granted by the Commonwealth of Virginia on March 25, 1839. From its founding, the school has been related to the Holston Conference of the United Methodist Church. It is the oldest educational institution in Southwest Virginia and one of the few schools in the South which originally opened as a college and has continued under its original name. The College places its primary emphasis on instructional quality, with 70 percent of its teaching faculty holding earned doctorates. The location of the College affords it an opportunity to serve a primarily rural region in providing cultural and library facilities, concerts, and the theatre. All college activities of this type are open to the public. In addition, the College involves its faculty and student body in regional programs of field study and research.

The Bachelor of Arts and Bachelor of Science degrees may be earned in some 18 disciplines and/or a variety of interdisciplinary programs involving the humanities, social sciences, and sciences. The cultural enrichment programs, along with intercollegiate athletics and student-oriented recreational activities, complement the academic experiences. The College has been approved by the State for self-certification of teachers completing secondary, elementary, and kindergarten programs. In addition to the establishment of the Center for Teacher Education, the College operates a model kindergarten program in cooperation with the Washington County Public School System.

It is the regional center for the external Master of Education (in elementary education) degree offered by the University of Virginia.

The College intends to remain small and residential. Students from 28 states are represented in the student body with the large numbers coming from Virginia, Tennessee, and North Carolina. Nine foreign countries are also included in the student representation.

TABLE 44
PROJECTED HEADCOUNT ENROLLMENT
Emory and Henry College
1972-1982

Fall of	Undergraduate	First Professional	Graduate	Total
1972	917	--	--	917
1974	875	--	--	875
1976	900	--	--	900
1978	900	--	--	900
1980	900	--	--	900
1982	900	--	--	900

Hampden-Sydney College

Hampden-Sydney

Hampden-Sydney College, a liberal arts college for men, has been in continuous operation since January, 1776. Although launched largely under Presbyterian auspices, it was not formally affiliated with the Church until 1919, when an amendment to the charter established an official affiliation between the College and the Presbyterian Synod of Virginia. Hampden-Sydney is committed to a particular form of liberal arts education. The College is not a miniature university and does not attempt to be all things to all who enter. The development of Christian character is important at Hampden-Sydney.

The College is a four-year undergraduate institution offering bachelor's degree programs to prepare students both terminally and for graduate and professional study. The curriculum is limited to the contemporary curriculum of the arts and sciences. Its primary emphasis is upon the teaching function of the faculty. Research is, from the perspective of the College, conducted to improve teaching quality and, as such, is encouraged. As a small, rural, residential college, community service is restricted although it is encouraged.

At present, Hampden-Sydney's enrollment is 70 percent Virginian, exclusively male, with exceptions made for cooperative ventures, and 90 percent residential. The College desires to extend the geographic, ethnic and cultural boundaries of its student population.

TABLE 45
PROJECTED HEADCOUNT ENROLLMENT
Hampden-Sydney College
1972-1982

Fall of	Undergraduate	First Professional	Graduate	Total
1972	713	--	--	713
1974	750	--	--	750
1976	775	--	--	775
1978	800	--	--	800
1980	825	--	--	825
1982	850	--	--	850

Hollins College

Hollins

Hollins College was founded in 1842 and for its first ten years was known as the Valley Union Seminary, a co-educational school for the youth of Southwestern Virginia. In 1852 it became a women's seminary, one of the first in the nation. In 1911 it became Hollins College. The College now offers degrees at the bachelor's and master's level. The College is a small institution offering quality education in the liberal arts at the undergraduate level to young women and providing a limited graduate program to men and women.

Hollins places its emphasis on excellence and soundness in teaching, while still recognizing the importance of research and community service. In addition to carrying out their teaching and committee assignments, Hollins faculty are expected to engage in research to further their professional development and scholarly competences and to contribute to the life and service of the community wherever possible.

The Hollins undergraduate curriculum, which leads to the Bachelor of Arts degree, allows for interdisciplinary programs through established interdepartmental majors in the natural sciences and mathematics, the social sciences, Russian studies, American studies, psychology-statistics, and through a college major which focuses upon an idea, issue, or problem involving two or more disciplines. In addition to these interdisciplinary programs the College offers majors in 23 disciplines—including statistics and film studies—not usually found as major programs in liberal arts. Further academic courses, not majors, are available in commercial science, computer science, education, geology, health and physical education, journalism, linguistics, and Russian.

Graduate programs are offered leading to the Master of Arts degree in psychology and creative writing. The degree of Master of Arts in Liberal Studies was introduced in 1969 as a community service and is designed primarily, but not exclusively, for elementary and secondary school teachers. The favorable student-faculty ratio of about 12 to 1 fosters close relationships between students and faculty and makes possible a successful and productive independent study program.

Hollins draws its approximately 1,100 students from all over the United States and from many foreign countries as well. Over one-half of the undergraduate students, however, come from the southern states, with Virginia having the largest representation of any single state. From 20 to 25 percent of the student body over the past five years has been Virginians. A generous financial aid program makes possible a rather diverse socioeconomic student body. There has been an increase in the last few years in the number of day students attending the College, due in part to older adults returning to college to complete their studies.

TABLE 46
PROJECTED HEADCOUNT ENROLLMENT
Hollins College
1972-1982

Fall of	Undergraduate	First Professional	Graduate	Total
1972	1,078	--	128	1,206
1974	1,050	--	120	1,170
1976	1,050	--	115	1,165
1978	1,050	--	115	1,165
1980	1,050	--	115	1,165
1982	1,050	--	115	1,165

Institute of Textile Technology

Charlottesville

The Institute of Textile Technology is supported as a cooperative venture by textile mills located throughout North America. Chartered in 1944, it was located in Charlottesville so that it might serve the textile industry in the Southeast and New England, as well as the Canadian Textile Industry, and might be able to utilize the various resources of the University of Virginia. The institute offers the Master of Science degree and the Doctor of Philosophy degree. The Institute is unique, with a very small and selective enrollment and a primary mission of furthering the American textile industry and its consumers. It will continue to remain small and selective.

Each mill which is a member of the cooperative venture provides financial support to the organization, shares in Institute services and research results, and appoints representatives to the technical advisory committee. A committee of mill executives and technical personnel meets twice a year with the Institute staff.

The Institute was established and is maintained exclusively for scientific, literary, and educational purposes. Its three principal objectives are: to conduct research on textile materials and processes; to train men at the graduate level in the fundamental sciences and in textile technology; and to maintain a library and information service to keep member mills informed of scientific and technical developments in the textile industry throughout the world.

For acceptance into the graduate school of the Institute, a student must be awarded a fellowship. Approximately ten of these are awarded each year to students who major in the physical sciences, mathematics, or textiles and have an interest in textile careers. The granting of degrees depends not only on credits for academic courses, but also upon demonstrated research ability and satisfactory completion of an approved thesis project. Approximately three fellowships are granted each year for study at the doctoral level. Normally in this program the student will devote one-half of his time to formal classes and the remaining one-half to research.

TABLE 47
PROJECTED HEADCOUNT ENROLLMENT
Institute of Textile Technology
1972-1982

Fall of	Undergraduate	First Professional	Graduate	Total
1972	--	--	20	20
1974	--	--	20	20
1976	--	--	20	20
1978	--	--	20	20
1980	--	--	20	20
1982	--	--	20	20

Lynchburg College

Lynchburg

Lynchburg College is a senior, co-educational, nonsectarian liberal arts college related to the Christian Church (Disciples of Christ). Located in the City of Lynchburg, it draws students from a wide geographical area. The College was founded in 1903 as Virginia Christian College, and in 1919 the name was changed to Lynchburg College. Although primarily an undergraduate institution offering general education in the arts and sciences to all of its students, a graduate program offering masters' degrees in three major areas serves students who work in the city and surrounding counties, as well as those who take courses on a part-time basis.

Lynchburg expects to remain a small college offering Bachelor of Arts and Bachelor of Science degrees in the arts and sciences and the master's degree in three areas. Teaching is the primary responsibility of faculty members. Research, writing, and community services are encouraged but not required.

Major programs are offered in arts, sciences, and applied studies fields: area studies (American); biological sciences; business and management; education, including elementary, secondary, and special education; fine and applied arts; foreign languages; health professions (pre-medical, pre-dental, pre-nursing); letters; mathematics; health and physical education; physical sciences; psychology; social sciences; religious studies; and health services (medical technology). Masters' degrees are offered in education, business administration, and nuclear physics.

Under the "Lynchburg Plan" of general education, students may choose to meet basic general education requirements under a "General Option" based upon the traditional pattern with added flexibility, or a "Thematic Option" under which the student chooses a theme based on courses drawn from the humanties, social sciences, and natural sciences. Themes are being developed to include such examples as: American studies; Asian/African studies; environmental studies; the nature of man; language arts; science, technology and human values; man in organizations; natural history; information science; American enterprise; war and peace; women's studies.

About 55 percent of the students enrolled are from Virginia. Out-of-state students are mainly from the Middle Atlantic states, New England, and Florida. This distribution is expected to continue within the foreseeable future. Electing to remain a small college, Lynchburg College does not plan an appreciable expansion of its present enrollment consisting of 1,534 full-time students, 172 part-time students and special students, and 339 graduate students. There is dormitory space for 1,140 students, about three-fourths of the full-time undergraduate enrollment.

TABLE 48
PROJECTED HEADCOUNT ENROLLMENT
Lynchburg College
1972-1982

Fall of	Undergraduate	First Professional	Graduate	Total
1972	1,690	--	340	2,050
1974	1,700	--	400	2,100
1976	1,700	--	450	2,150
1978	1,750	--	450	2,200
1980	1,750	--	450	2,200
1982	1,750	--	450	2,200

Mary Baldwin College

Staunton

Mary Baldwin College is a small, residential, liberal arts college for women. The College was founded in 1842 as Augusta Female Seminary in Staunton, Virginia. It became a junior college in 1916 and a four-year college in 1923 at which time the name was changed to Mary Baldwin College. It is a four-year liberal arts college for women offering the Bachelor of Arts degree and has been related since its founding to the Presbyterian Church in the United States.

The emphases of the institution are on instruction and the preparation of women for responsible societal roles. Faculty are appointed on the basis of teaching ability, as well as scholarly credentials. A flexible curriculum provides varied opportunities in organization of program and forms of learning, including independent study projects under faculty guidance. A short winter term is used for concentrated study in one area. Students may complete the degree requirements with a concentration in one of 18 major fields of study within the humanities and sciences, or with a special concentration in selected cross-disciplinary studies. Opportunities for inter-disciplinary work and field learning experiences supplement the course offerings in several areas. The degree program is open to students transferring from community and junior colleges.

The College is chiefly a residential institution which draws the greater number of its students from a geographical region east of the Mississippi River. Specifically, they come from the states of Virginia, North and South Carolina, Georgia, Florida, Texas, Pennsylvania, New Jersey, and Maryland. There is no indication that this pattern will change in the near future. The enrollment is expected to stablize at approximately 660 students, and the College expects to remain committed to the purpose of making available a separate postsecondary education for those women who prefer the character of a woman's college.

TABLE 49
PROJECTED HEADCOUNT ENROLLMENT
Mary Baldwin College
1972-1982

Fall of	Undergraduate	First Professional	Graduate	Total
1972	725	--	--	725
1974	725	--	--	725
1976	685	--	--	685
1978	685	--	--	685
1980	685	--	--	685
1982	685	--	--	685

Marymount College of Virginia

Arlington

Marymount College is a private, residential, undergraduate college for women. It has resident facilities for about 800 students. The College confers the associate degree and has recently begun offering programs leading toward Bachelor of Applied Arts and Bachelor of Applied Science degrees.

Marymount was founded in 1950. It is the only Catholic institution of higher education in Virginia and the only accredited independent institution of higher education in Northern Virginia. The College is sponsored by the Religious Order of the Sacred Heart of Mary, and governed by a predominantly lay board of directors.

The College is principally concerned with offering quality instruction, and effective use is made of seminar sessions and educational media. The College established an Office of Institutional Research in 1968, which is deeply involved in the evaluation of the College's enriched liberal arts program. This office conducts continuing research on instructional outcomes and the curriculum. Marymount also seeks to respond to particular community needs through offering special programs.

The College's academic program is designed to permit the student to receive either an Associate in Arts or an Associate in Applied Science degree. Associate in Arts degrees are conferred in general liberal arts; liberal arts with emphasis on business administration, child development and education; or speech and drama; fine arts; physical education; and recreation leadership. Associate in Applied Science degrees are offered in executive secretarial studies, medical laboratory technology, merchandising, and nursing. This year the College initiated a time-shortened Bachelor of Applied Arts degree in child development and in international service, and a Bachelor of Applied Science degree in merchandising.

The College seeks religious, social, racial, geographical and economic diversity among its students. Marymount plans to remain a college for women; however, a few men have been admitted, on an individual basis, to certain programs as day students. With the initiation of the baccalaureate degree, the College believes the enrollment of day students and part-time students may increase.

TABLE 50
PROJECTED HEADCOUNT ENROLLMENT
Marymount College of Virginia
1972-1982

Fall of	Undergraduate	First Professional	Graduate	Total
1972	557	--	--	557
1974	652	--	--	652
1976	717	--	--	717
1978	789	--	--	789
1980	800	--	--	800
1982	800	--	--	800

Presbyterian School of Christian Education

Richmond

The Presbyterian School of Christian Education was established by the General Assembly of the Presbyterian Church for the purpose of preparing men and women for service in church vocations, with an emphasis on the educational work of the Church.

The main thrust of the School is to prepare workers in Christian education. The School confers a graduate degree, the Master of Arts. It is co-educational with a residential and full-time student body. The areas of service for the institution are both regional and national. The student body is about 70 percent residential, 90 percent full-time, and 60 percent women.

The School emphasizes instruction more than research. At present it is engaged in public service to the churches through various social and community projects in which the students engage as a part of their training.

In its academic division, the emphasis is on education, Bible, and theology. A demonstration kindergarten is established on campus, and numerous service-learning opportunities exist for those seeking the professional degree.

The Presbyterian School of Christian Education is clustered with Union Theological Seminary and the School of Theology of Virginia Union University in the Richmond Theological Center to provide for more relevant preparation for contemporary ministry.

TABLE 51
PROJECTED HEADCOUNT ENROLLMENT
Presbyterian School of Christian Education
1972-1982

Fall of	Undergraduate	First Professional	Graduate	Total
1972	--	--	96	96
1974	--	--	106	106
1976	--	--	117	117
1978	--	--	128	128
1980	--	--	139	139
1982	--	--	145	145

Protestant Episcopal Theological Seminary in Virginia

Alexandria

The Protestant Episcopal Theological Seminary in Virginia was founded in 1823 to educate men for the ministry. It now seeks to prepare both men and women for leadership, either as clergy or lay people, in the church and the world. The Seminary offers programs leading to the degrees of Master in Divinity, Master in Theological Studies, and Master in Sacred Theology.

The Seminary is a residential, co-educational theological school of the Episcopal Church providing theological education for individuals interested in preparing for the ministry or other areas of service to the church. The wide variety of required and elective courses in the curriculum demands a diversity of teaching methods. At the same time independent work by students under supervision of faculty members is encouraged. Field education, required of all students, involves both students and faculty in a diversity of public service activities.

The Seminary has maintained a center for continuing education since 1967 for the "mid-career" training of individuals. The Seminary is a member of the Washington Theological Consortium. This consortium is intended to increase cooperation in theological education in order to take advantage of the resources of the Washington metropolitan area.

TABLE 52
PROJECTED HEADCOUNT ENROLLMENT
Protestant Episcopal Theological Seminary in Virginia
1972-1982

Fall of	Undergraduate	First Professional	Graduate	Total
1972	--	--	180	180
1974	--	--	180	180
1976	--	--	190	190
1978	--	--	190	190
1980	--	--	200	200
1982	--	--	200	200

Randolph-Macon College

Ashland

Randolph-Macon College was chartered by the General Assembly of Virginia in 1830. It is affiliated with the United Methodist Church of Virginia and for 140 years was a college for men. In 1972 the college became co-educational and admitted an initial class of 50 women.

The College is a small, co-educational, independent, liberal arts institution. It offers both the Bachelor of Arts and Bachelor of Science degree. Its emphasis is on the process of learning with recognition given to the importance of the encounter of students and instructors both in and outside the classroom. Students become involved in research through programs of independent study, senior projects, and the colloquy.

The College provides a broad-based foundation for learning rather than one which is technical or vocational. Nineteen academic majors are available in five curricular areas of arts and letters, history, religious studies and philosophy, social science, and mathematics and natural science. Opportunities for interdisciplinary and independent study are also available. Courses are available which qualify students for teacher certification in Virginia.

The College is primarily residential, and students are expected to live in college housing. Ultimately, the College plans to enroll 300 women. By increasing the student body to a maximum of only 1,000 students, it is hoped that the attributes of a small college will be preserved.

TABLE 53
PROJECTED HEADCOUNT ENROLLMENT
Randolph-Macon College
1972-1982

Fall of	Undergraduate	First Professional	Graduate	Total
1972	829	--	--	829
1974	875	--	--	875
1976	950	--	--	950
1978	1,000	--	--	1,000
1980	1,000	--	--	1,000
1982	1,000	--	--	1,000

Randolph-Macon Woman's College

Lynchburg

Randolph-Macon Woman's College is a four-year, liberal arts college affiliated with the Methodist Church. It was founded in 1891 under a charter granted in 1830 to the original Board of Trustees of Randolph-Macon College for Men. It has had its own governing board since 1953.

The College offers a four-year, liberal arts curriculum for women and confers the Bachelor of Arts degree. It also prepares students for certification as teachers at the elementary and secondary levels. A program leading to the Master of Science Teaching degree has been offered since 1970. Although there are no plans for the offering of additional types of graduate programs within the immediate future, the College is weighing the advantages of such expansion.

At Randolph-Macon Woman's College, professors devote themselves primarily to instruction. They are also continually involved in research directed primarily toward an enrichment of the process of classroom teaching but frequently resulting also in the publication of findings. Public service is rendered through an array of cultural activities, many of which are free to the public. The work of faculty members in the local community and at the local or national levels of professional organizations is extensive.

The College offers courses in most of the traditional liberal arts areas. An interdisciplinary major is offered, as well as majors in about 23 different areas in the liberal arts. The College anticipates adding courses for specific types of employment, such as business and management and recreation. The addition of such courses and programs is dependent upon the availability of financial resources.

Although Randolph-Macon Woman's College welcomes students from the entire United States and from many foreign countries, the majority come from the southeastern United States and from within the general area of the College. Virginians constitute the largest single category, and this pattern is expected to continue. The College will continue to function as an institution primarily for the woman student. Men are not excluded, but it is not anticipated that during the next decade they will constitute a major portion of the student population.

The College now serves a wide range of socioeconomic groups. This diversity is made possible by an extensive program of financial aid. Students are required to live on campus unless living at home or with a spouse. It is expected that the number of part-time students will increase to a figure slightly above the present count, which is approximately ten percent of the total enrollment.

TABLE 54
PROJECTED HEADCOUNT ENROLLMENT
Randolph-Macon Woman's College
1972-1982

Fall of	Undergraduate	First Professional	Graduate	Total
1972	774	--	30	804
1974	750	--	*	750*
1976	750	--	*	750*
1978	750	--	*	750*
1980	750	--	*	750*
1982	750	--	*	750*

* Graduate projection dependent upon availability of non-institutional financial support.

Roanoke College

Salem

Roanoke College began in 1842 near Staunton, Virginia, and was chartered by the Virginia Legislature in 1845 as the Virginia Institute. It was moved to Salem in 1847, where it was rechartered in 1853 as Roanoke College. Affiliated with the Lutheran Church in America, Roanoke College is a co-educational, primarily residential, liberal arts college offering degrees at the baccalaureate level.

The College offers programs leading to the Bachelor of Arts, Bachelor of Science, Bachelor of Liberal Arts, and Bachelor of Business Administration degrees. While its mission does not foresee offering graduate level programs, there is faculty interest and participation in cooperative graduate programs. Roanoke's facilities are used to provide courses leading to the Master's in Business Administration offered by Lynchburg College and Virginia Polytechnic Institute and State University. The College practices selective admission. Its primary thrust is a high quality program in the liberal arts and sciences.

Roanoke College is, and intends to remain, primarily a teaching institution. At the same time, a distinct, planned effort is made to provide research interest in each department. The intent is to generate some productive research activity in each department so that upper-level students may have the opportunity to participate in the discovery of new knowledge within their own disciplines.

Traditionally, Roanoke College has had a vital interest in public service, both through the involvement of its staff in community service and in the continuing education program. The College plans to continue these areas of public service.

Roanoke College offers baccalaureate degree programs in the following disciplines: biological sciences, business and management, education, fine and applied arts, foreign languages, health professions, letters, mathematics, physical sciences, psychology, public affairs and services, social sciences and interdisciplinary studies.

An institutional emphasis is found in the biological sciences, business and management, mathematics (statistics), physical science and psychology. Increased emphasis is to be given to the areas of fine and applied arts, foreign languages, public affairs and services (public administration), social sciences (sociology, anthropology, economics) and interdisciplinary studies. In the future there may be a development of programs in environmental design, area studies, computer and information sciences, and military sciences.

The College provides contract instructional services to the School of Nursing at the Community Hospital of the Roanoke Valley; However, no additions to technological disciplines are planned.

Roanoke College sees its student enrollment drawn from a national base, yet strongly balanced with Virginians. Recent enrollments include students from 30 to 40 states and five to eight foreign countries; however, almost 50 percent of the full-time students are Virginia residents, about half of whom live in the Roanoke Valley. Of the total enrollment, about 80 percent are full-time students, and 70-80 percent live on campus.

Roanoke College serves all socioeconomic and cultural groups. It was a Virginia pioneer in the admission of minority students.

TABLE 55
PROJECTED HEADCOUNT ENROLLMENT
Roanoke College
1972-1982

Fall of	Undergraduate	First Professional	Graduate	Total
1972	1,350	--	--	1,350
1974	1,260	--	--	1,260
1976	1,285	--	--	1,285
1978	1,300	--	--	1,300
1980	1,300	--	--	1,300
1982	1,300	--	--	1,300

Saint Paul's College

Lawrenceville

Saint Paul's College is a small, co-educational, primarily residential institution which offers courses of study leading to the degrees of Bachelor of Arts, Bachelor of Science, and Bachelor of Science in Education. By an act of the General Assembly of Virginia in 1890, the institution was originally incorporated as the Saint Paul's Normal and Industrial School. In 1907, it became an affiliate of the American Church Institute for Negroes, an agency of the Protestant Episcopal Church in the United States. In 1941 the charter was amended; the name was changed to Saint Paul's Polytechnic Institute, and degree programs in home economics, industrial education, elementary education, and business education were initiated. The institution continued under this name until 1957 when the charter was again amended, and the character of the College was changed from an essentially technical institute to a liberal arts college. The institution then became Saint Paul's College. The programs in home economics and industrial education were phased out, and degree programs leading to the Bachelor of Arts and Bachelor of Science were begun in the humanities, social sciences, natural sciences, and mathematics.

Objectives of the College include providing a sound liberal arts education, preparing teachers for elementary and secondary schools, providing a foundation for professional training, and providing a firm foundation for students planning to do graduate work. The College's primary emphasis is on instruction. A constant effort is made toward maintaining individualized teacher-learning experiences in curricular, co-curricular, and campus living activities.

The Bachelor of Arts degree is offered in English, history and sociology. The Bachelor of Science degree is offered in accounting, biology, business administration, and mathematics. The Bachelor of Science in Education is offered in biology, business education, elementary education, elementary education with certification in early childhood, English, mathematics, and social science. Minors are available in nine different fields.

TABLE 56
PROJECTED HEADCOUNT ENROLLMENT
Saint Paul's College
1972-1982

Fall of	Undergraduate	First Professional	Graduate	Total
1972	500	--	--	500
1974	550	--	--	550
1976	650	--	--	650
1978	750	--	--	750
1980	850	--	--	850
1982	1,000	--	--	1,000

Shenandoah College and Conservatory of Music

Winchester

Shenandoah College is a junior college offering transfer and terminal associate degree programs. Shenandoah Conservatory of Music is a four-year institution offering bachelor degree programs in applied music, church music and music education. Founded in 1875 as Shenandoah Seminary, its name was changed to Shenandoah College in 1924. Although legally controlled by a board of trustees, both the College and the Conservatory are related to the United Methodist Church. The expansion of the music program to a four-year curriculum led to the separate incorporation of Shenandoah Conservatory of Music in 1937 and its membership into the National Association of Schools of Music in 1940.

The Conservatory provides professional training in the form of musical instruction and course-work leading to a baccalaureate degree in applied music, church music, and music education. Both the College and the Conservatory are primarily teaching institutions. While research and public service are a part of the institution's activities, they are secondary to the instructional program of the schools. The expansion of selected associate degree programs to the baccalaureate level is under consideration.

Shenandoah College offers the Associate in Arts degree in transfer curricula and Associate in Science degree in the terminal, vocationally oriented programs of nursing, inhalation therapy, medical technology, and secretarial studies. The Conservatory offers the degree programs of Bachelor of Music Education, Bachelor of Music in Church Music, and Bachelor of Music.

The College intends to emphasize its health profession, business, and liberal arts program during the next ten years. Its music program at the baccalaureate level will also receive additional emphasis. Other areas of instruction which may be added are music therapy, business management and sales, and fine arts at the baccalaureate level.

As the number of four-year programs expands, the number of commuting students is expected to increase; however, the majority of students are expected to be residential and full-time. The current student population ratio of half men and half women is expected to remain constant. Students come from all social and economic levels.

Shenandoah enrolls approximately one-third of its students from within a radius of about 60 miles. Another third of the enrollment comes from Virginia and the southern part of the Mid-Atlantic area, while the remaining third is from the northern Atlantic states.

TABLE 57
PROJECTED HEADCOUNT ENROLLMENT
Shenandoah College and Conservatory of Music
1972-1982

Fall of	Undergraduate	First Professional	Graduate	Total
1972	558			558
1974	600	--	--	600
1976	650	--	--	650
1978	700	--	--	700
1980	720	--	--	720
1982	750	--	--	750

Stratford College

Danville

Stratford College, founded in 1852, is a private, independent, four-year liberal arts college dedicated to excellence in the education of young women. Within the context of the liberal arts broadly defined, it offers such vocational and professional programs as the fine arts, teacher education, and other professional preparations. The College awards the Bachelor of Arts and Bachelor of Fine Arts degrees.

With its emphasis on instruction, the College is aware—as it strives to foster in its students an intelligent understanding of a complex universe and the individual's role in it—that the content of an academic program must be continually reinterpreted for contemporary living. Therefore in 1970-71, the College adopted a 4-1-4 calendar plan which permits students to concentrate on fewer courses at one time and in greater depth. Major courses of study are offered in biology, education, fine arts, foreign languages, letters, psychology, public affairs and service, and social sciences. Its programs in art, education, English, foreign languages, and psychology will likely receive increased emphasis in the next decade. Junior-year-abroad programs are offered in France and Spain and optional summer study is available alternately in England and Italy. Recent additions to programs and facilities include medical technology, early childhood and special education, and secretarial administration.

Stratford accepts qualified students without regard to socioeconomic or cultural group origins. Historically, it has drawn the largest single bloc of its students from Virginia and North Carolina. These two states will likely continue to provide about a third of the student body, with the remainder drawn from the entire United States. Of the present student body, approximately 15 percent are commuting nonresidents. Less than 5 percent are part-time. Admission is restricted to women, except in a few special programs. Over the next decade it is expected that the percentages of commuter, part-time, and male students will increase.

Stratford College is cooperating with Averett College in the joint use of faculties and facilities. This cooperative effort provides unrestricted cross-registration opportunities for students of both colleges.

TABLE 58
PROJECTED HEADCOUNT ENROLLMENT
Stratford College
1972-1982

Fall of	Undergraduate	First Professional	Graduate	Total
1972	562	--	--	562
1974	580	--	--	580
1976	600	--	--	600
1978	620	--	--	620
1980	620	--	--	620
1982	620	--	--	620

Sweet Briar College

Sweet Briar

Chartered in 1901, Sweet Briar College is primarily a residential college for women. The aim of the College is to offer sound instruction in the disciplines of the liberal arts, constantly reinterpreted and reorganized in interdisciplinary forms so as to apply to the changing society. The College confers the degree of Bachelor of Arts only and has no plans to offer degrees beyond this level.

The institution's primary emphasis is on teaching. Research by the faculty is considered next in emphasis, on the basis that research improves and enriches teaching. Public service activities include programs for cultural enrichment of the local communities, continuing education for adults who wish to enroll as part-time students, special short symposia on contemporary questions, and workshops for community and regional leaders on civic problems and development.

Bachelor's degree work is offered in the following fields of concentration: area studies, biological sciences, education, fine and applied arts, foreign languages, literature and letters, physical sciences, psychology, social sciences, and interdisciplinary studies. Significant additions to programs are not planned except, perhaps, for some increased offerings in area studies, applied arts, interdisciplinary studies, and selected pre-professional studies.

With a resident enrollment of 90 percent and a full-time enrollment of 98 percent, Sweet Briar's enrollment is expected to remain relatively stationary. Forty-three states are currently represented among the 700-plus students. Sweet Briar endeavors to serve all socioeconomic and cultural groups, and a trend of the last ten years has seen some increase in the diversity of students from different economic, regional, and racial groups.

TABLE 59
PROJECTED HEADCOUNT ENROLLMENT
Sweet Briar College
1972-1982

Fall of	Undergraduate	First Professional	Graduate	Total
1972	737	--	--	737
1974	716	--	--	716
1976	716	--	--	716
1978	716	--	--	716
1980	720	--	--	720
1982	720	--	--	720

Union Theological Seminary in Virginia

Richmond

The primary purpose of Union Theological Seminary is to assist men and women in preparation for the ministry of the Christian church. The history of the Seminary dates back to 1812, and the institution was incorporated by the Virginia Legislature in 1867. The Seminary is operated under the direction of Synods of the Presbyterian Church in the United States. It holds accreditation in the Southern Association of Colleges and Schools and the American Association of Theological Schools and is a member of the Richmond Theological Center.

In fulfilling its primary mission of providing education for the ministry of the church, the Seminary offers a course of study which consists of two professional degree programs, two academic or graduate degree programs, and a program of continuing education. The professional degree program requires three years of study or the equivalent and leads to the Master of Divinity degree, or four years of study or the equivalent and leads to the Doctor of Ministry degree. The graduate school programs offered lead to the degrees of Master of Theology and the degree of Doctor of Theology. The continuing education program provides the graduates of the Seminary and other professionals the opportunity for systematic study during the practice of ministry. In this program both resident and nonresident courses are offered.

As a graduate school of professional education, Union Theological Seminary engages in instruction, research, and public service. Its public service activities include the continuing education programs; numerous opportunities for relationship to churches in the area; for student service in hospitals, penal institutions and industry; and an extensive program involving students in an intern ministry.

In addition, for a radius of over 100 miles, the Seminary's stereo FM station, WRFK, serves the public by offering music and public interest programs without commercials.

TABLE 60
PROJECTED HEADCOUNT ENROLLMENT
Union Theological Seminary in Virginia
1972-1982

Fall of	Undergraduate	First Professional	Graduate	Total
1972	--	184	174	358
1974	--	310	50*	360
1976	--	305	50	355
1978	--	310	40	350
1980	--	335	40	375
1982	--	360	40	400

* Because of a shift in degree nomenclature, the larger number of students formerly enrolled in the S.T.M. degree program are now Doctor of Ministry candidates and are regarded as First Professional degree students.

University of Richmond

Richmond

Founded by the Baptists of Virginia in 1830, the University of Richmond is related to, but not controlled by, the Baptist General Association of Virginia. The University, composed of seven colleges or schools, includes Richmond College, Westhampton College, The T. C. Williams School of Law, the Graduate School, the Summer School, the School of Business Administration (all located on the main campus), and University College, located in downtown Richmond.

The University is the largest private institution of higher learning in Virginia, but the coordinate structure of the University's seven colleges and schools offers the advantages of a co-educational campus along with the benefits of small, separately administered colleges. Primarily a teaching institution in the liberal arts tradition, the University emphasizes high quality instruction. At the same time, the faculty is encouraged to participate in research in order that its teaching will be stimulating and current. The University participates in the public service function through providing many cultural activities that are open to the public. The programs of University College and the Institute of Business and Community Development, located downtown, are available to area businessmen, and business and community organizations.

The University of Richmond offers bachelors' degrees in all the traditional academic disciplines, including business administration. It offers masters' degrees in commerce, the humanities, and most of the traditional liberal arts and sciences disciplines. Further, the University offers a Juris Doctor degree through The T. C. Williams School of Law. During the next ten-year period, the University will strengthen its existing programs and will give additional emphasis to the social sciences. At the present time, with the exception of a Master of Business Administration, the University believes that academically it should restrict its mission to that which it can do well—primarily undergraduate teaching with limited professional and graduate programs.

The University serves primarily a statewide constituency. Its student population is rather evenly distributed from over the State, with a concentration from the Richmond area. Approximately 65 percent of the student body is resident, about 40 percent part-time, and about 20-30 percent female.

TABLE 61
PROJECTED HEADCOUNT ENROLLMENT
University of Richmond
1972-1982

Fall of	Undergraduate	First Professional	Graduate	Total
		Law		
1972	6,632	245	194	7,071
1974	5,630	350	115	6,095
1976	5,520	350	145	6,015
1978	5,290	350	190	5,830
1980	5,190	350	200	5,740
1982	5,190	350	200	5,740

Virginia Intermont College

Bristol

Virginia Intermont is a private, residential, undergraduate college for women. Men are admitted as day students. The College offers a four-year program leading to the Bachelor of Arts degree and a two-year program leading to the Associate in Arts degree.

Founded in 1884 as the Southwest Virginia Female Institute, the College is affiliated with the Baptist General Association of Virginia. In 1910 it became identified with the new junior college movement and was the first two-year institution to be accredited by the Southern Association of Colleges and Schools. Beginning in 1970, programs leading to the Bachelor of Arts degree were initiated.

The primary function of the College is teaching-learning. Research and publication are encouraged, but not at the expense of teaching. Several community service functions are associated with the academic program.

Bachelor of Arts programs are currently offered in the arts, behavioral and social sciences, humanities, and the natural sciences. Professional courses in elementary and secondary education are offered to students who wish to meet certification requirements for teaching. Associate in Arts degrees are awarded in the areas of general studies, certain liberal arts areas, and some pre-professional areas.

Although Virginia Intermont enrolls students each year from approximately 35 states, its primary service area is Virginia and the southeast region. Increasing numbers of students are being served from the local areas around Bristol, Virginia.

The College is 80 percent residential and 93 percent of the students attend full-time.

During the past few years special efforts have been made in admissions and financial aid programs to serve low socioeconomic and minority groups. These efforts are expected to expand as funds permit.

TABLE 62
PROJECTED HEADCOUNT ENROLLMENT
Virginia Intermont College
1972-1982

Fall of	Undergraduate	First Professional	Graduate	Total
1972	589	--	--	589
1974	545	--	--	545
1976	560	--	--	560
1978	575	--	--	575
1980	590	--	--	590
1982	600	--	--	600

Virginia Union University

Richmond

Virginia Union was founded in 1865 to provide quality education for the newly freedmen. The University resulted from the merger in 1899 of Wayland Seminary, National Theological Institute, and Richmond Technological Institute. Later, the assets of Hartshorn Memorial College and Storer College were merged with Virginia Union. Today, as a co-educational, private, liberal arts and sciences college, it offers students of every race and economic group the opportunity to acquire the knowledge and skills to be successful in life.

Virginia Union University is composed of four schools: a School of Education, the Sydney Lewis School of Business Administration, a School of Arts and Sciences (in a College of Liberal Arts and Sciences, which confers the Bachelor of Arts and Bachelor of Science degree), and a School of Theology, which confers the Master of Divinity degree. The School of Theology cooperates with Union Theological Seminary and the Presbyterian School of Christian Education in the Richmond Theological Center.

The University places more emphasis on teaching than on research, and the academic program is geared to meet the needs and interests of the individual student. The University's educational program is broad enough to inspire a range of interests, yet specialized enough to prepare students for advanced study or immediate entry into their chosen fields. Twenty-one major fields of concentration are distributed through three schools within the undergraduate college. The Graduate School of Theology offers over 51 courses of study, as well as those offered through the Richmond Theological Center curriculum.

The student body is composed of men and women from more than 25 states and several foreign countries. The University participates in summer session courses of study in Indian, urban and rural cultures with Concordia College and Fort Lewis College. Virginia Union has also joined with seven other institutions to form the Eight College Consortia. Groups of students in the member institutions are exposed to experimental curricula in English, mathematics, social science, biology, and physical science. Special programs in humanities, international relations, and urban studies are also available.

As an historically black university in an urban setting, the University is committed to providing students and the community with knowledge and understanding that will enable men and women to rise above the man-made barriers that exist between races, cultures, and nationalities. To this end, Virginia Union is broadening the scope of its academic programs to encompass the dynamics of living in an urban environment. The University, from its origin, has admitted students without regard to race or creed.

To serve the community outside the campus, the University is expanding continuing education programs, developing its potential as a community resource center by enlarging the library collection on black history and literature, and working with numerous civic groups and organizations to study and solve societal problems.

TABLE 63
PROJECTED HEADCOUNT ENROLLMENT
Virginia Union University
1972-1982

Fall of	Undergraduate	First Professional	Graduate	Total
1972	1,450	--	32	1,482
1974	1,525	--	40	1,565
1976	1,600	--	50	1,650
1978	1,650	--	60	1,710
1980	1,700	--	70	1,770
1982	1,750	--	80	1,830

Virginia Wesleyan College

Norfolk

Virginia Wesleyan is a four-year, fully accredited, residential, and co-educational institution. It offers a liberal arts curriculum and grants the Bachelor of Arts degree. Chartered in 1961 and opened in 1966, Virginia Wesleyan College is by nature and design a church-related liberal arts college. It was founded by the United Methodist Church, which contributes to its support. The village concept within the overall architectural plan of the campus supports an institutional commitment to student-faculty dialogue.

Considerable emphasis is placed upon individualization of education through close student-faculty relationships, possibilities for independent study, and the opportunity for the student and his advisor to create an individualized program of study. In the midst of a growing urban area, the College desires to use its geographical location in order to involve students in the major issues of urban life.

Faculty members are encouraged to maintain a continuing interest in research and study, and independent programs of study provide students with the opportunity for individual research.

The academic program of the College is represented by three divisions: Humanities, Social Sciences, and Natural Sciences and Mathematics. Students may select a divisional major in one of these broad areas or a departmental major in a specific discipline including art, biology, chemistry, English and drama, modern foreign languages, history and political science, mathematics, psychology, and sociology. Courses in education are also available for students desiring to earn certification as elementary or secondary teacher. Students interested in pre-law, pre-medicine, and pre-theology may create an individualized major to prepare them for professional training. Successful completion of any of these programs leads to the Bachelor of Arts degree.

The College believes that in a rapidly changing time, educational institutions must remain relevant to the changing needs of students. Consequently, there is an emphasis upon constant re-examination and experimentation. All students live in college residences unless they elect to live at home or with relatives. The ratio of men to women is approximately 60/40. According to future plans, the College expects to grow to a maximum enrollment of 1,200 students.

TABLE 64
PROJECTED HEADCOUNT ENROLLMENT
Virginia Wesleyan College
1972-1982

Fall of	Undergraduate	First Professional	Graduate	Total
1972	626	--	--	626
1974	666	--	--	666
1976	746	--	--	746
1978	746	--	--	746
1980	746	--	--	746
1982	746	--	--	746

Washington and Lee University

Lexington

In 1749, Scotch-Irish pioneers founded a small classical school near what is now the city of Lexington. In 1776 the institution was named Liberty Hall, and in 1782 it was chartered by the Virginia Legislature as Liberty Hall Academy. In gratitude for financial support received from George Washington, its trustees changed the name to Washington Academy in 1798 and to Washington College in 1813. Robert E. Lee served as president from 1865 until his death in 1870, whereupon the institution became Washington and Lee University.

Washington and Lee University is relatively small (1,639 students in 1973) and privately endowed. It offers undergraduate education in the liberal arts and sciences, and, since 1870, professional education in law. The University confers Bachelor of Arts, Bachelor of Science, and Juris Doctor degrees.

Washington and Lee University is involved in instruction, research, and public service activities. In its undergraduate divisions—the College and the School of Commerce, Economics, and Politics—some 90 percent of its effort is in instruction, 5 percent in research, and 5 percent in public service. There is no plan to modify this balance.

In the School of Law, the ratios for instruction, research, and public service are approximately 75, 10, and 15 percent respectively. When a "law center" becomes operational in 1975, the School's involvement in research and public service is expected to increase significantly.

At the undergraduate level, Washington and Lee offers courses and majors in 34 academic discipline areas. In addition to majors in the traditional arts and sciences, majors are also offered in business administration, journalism and communications, and a variety of interdisciplinary studies. Courses, but no majors, are offered in area studies, computer and information sciences, education, and engineering. The University has cooperative programs with several engineering schools through which students acquire a Bachelor of Arts or Bachelor of Science degree at Washington and Lee and, later, an engineering degree at the cooperating institution. There is no plan for expansion to graduate programs in law or any of the other programs.

During the next ten-year period, the University expects to increase its emphasis and support in the areas of fine arts, journalism and communications, education, computer and information sciences, area studies, and interdisciplinary studies.

The University considers itself a national institution and attracts students in significant numbers from throughout the nation. However, because of the number of Virginians enrolled (25 percent in 1973) and its many close associations within the State, it looks upon Virginia as its primary area of service.

Washington and Lee enrolls only men at the undergraduate level, but women are admitted to the Law School. Virtually all students are full-time, and the atmosphere is residential, although a majority of its students live in private accommodations in the community.

TABLE 65
PROJECTED HEADCOUNT ENROLLMENT
Washington and Lee University
1972-1982

Fall of	Undergraduate	First Professional	Graduate	Total
		Law		
1972	1,419	265	--	1,684
1974	1,300	250	--	1,550
1976	1,300	350	--	1,650
1978	1,300	350	--	1,650
1980	1,300	350	--	1,650
1982	1,300	350	--	1,650

Bluefield College

Bluefield

The first session of Bluefield College began in the fall of 1922. Established and operated by the Baptist General Association of Virginia, the College is a residential and co-educational, small, two-year college which places primary emphasis on instruction.

Bluefield provides both terminal and associate degree programs. Terminal programs are offered in business and secretarial work. Associate degree programs are offered in liberal arts, fine and applied arts, education, medical-related areas, and engineering. Continuing education programs associated with the above are also offered. The institution plans to place special emphasis in the future on developing programs in the field of science and engineering. No additional fields of study are planned.

Bluefield College primarily intends to serve the students of the Virginia-West Virginia areas within the proximity of the College. In reality, however, the College provides service to the entire State of Virginia. Full-time students comprise 94 percent of the student body, and 72 percent of that group are resident students. Distribution by sex is approximately 57 percent male and 43 percent female.

The College is open to all students who meet the admission standards. Many of the students receive financial assistance.

TABLE 66
PROJECTED HEADCOUNT ENROLLMENT
Bluefield College
1972-1982

Fall of	Undergraduate	First Professional	Graduate	Total
1972	265	--	--	265
1974	330	--	--	330
1976	389	--	--	389
1978	441	--	--	441
1980	485	--	--	485
1982	527	--	--	527

Ferrum College

Ferrum

Ferrum College received its charter in 1914 and was known as Ferrum Training School. At that time it offered only elementary and secondary education but operated six branch schools in the Virginia mountains. In 1926, a two-year college department was added. As public education in the area improved, Ferrum became exclusively a two-year college in 1955. The college was organized by, and continues to be associated with, the Virginia United Methodist Conference.

Ferrum College is co-educational and residential. It currently offers programs at the junior college level but is planning the addition of selected upper-division curricula in 1974 and the granting of the Bachelor of Arts and Science degrees by 1976. However, at present the College confers only the associate degree.

As a private junior college, 70 percent of Ferrum's activities are focused on instruction, 20 percent on public service, and 10 percent on research. Ferrum has a tradition of serving the community in which it is located and the State of Virginia, and it is now expanding its service into Appalachia and the Eastern Seaboard.

The institution's major program emphasis is on courses leading to an associate degree that may be easily transferred to senior institutions. All academic programs at the College are concentrated in the degree-granting area, with 20 percent in the career and professional area and 80 percent in the liberal arts. Programs are currently offered in agricultural and natural resources, biological sciences, business and management, communications, education, engineering, fine and applied arts, foreign languages, health professions, mathematics, physical science, psychology, social sciences, humanities, interdisciplinary studies, business and commerce technologies, and mechanical and engineering technologies.

Future expansion plans will focus on broadening course offerings and developing a variety of teaching methods in an effort to maintain a flexible, relevant, innovative curriculum which can be responsive to the changing needs of students and society in the present technological era. Consideration is being given to adding courses in computer and information services and also data processing technologies. The feasibility of offering courses in public affairs and human services is also being explored. In the future, the College expects to give added emphasis to programs in environmental education, human services, and business administration.

Student distribution is projected to continue in a pattern similar to the past with 95 percent of the students residing on campus pursuing a full-time academic program. The institution hopes that a balance can be achieved of 60/40 percent, male-to-female students. Ferrum seeks to include a cross-section of the regional population (youth and adults) among its student population, as well as representation from all economic and ethnic groups. Special effort is given to the inclusion of economically and educationally disadvantaged persons.

TABLE 67
PROJECTED HEADCOUNT ENROLLMENT
Ferrum College
1972-1982

Fall of	Undergraduate	First Professional	Graduate	Total
1972	1,100	--	--	1,100
1974	1,100	--	--	1,100
1976	1,100	--	--	1,100
1978	1,100	--	--	1,100
1980	1,100	--	--	1,100
1982	1,100	--	--	1,100

Southern Seminary Junior College

Buena Vista

Founded in 1867 as the Home School for Girls, Southern Seminary Junior College is now a private two-year college with an enrollment of 293 young women. It is nonsectarian. The College is committed to continuing as a women's two-year institution. It offers three kinds of programs: a liberal arts program which leads to an Associate in Arts degree, curricula in occupational education and general studies leading to the Associate in Science degree, and a Junior College Certificate. The institution's emphasis is placed on instruction in educating its students in intellectual, physical, social, and spiritual values.

The College offers majors in the liberal arts leading to the degree of Associate in Arts and majors in merchandising, home economics, secretarial science, animal science, pre-nursing, early childhood development, physical education, and general studies leading to the degree of Associate in Science. The Associate of Fine Arts degree is offered to students majoring in art, drama, or music. A Certificate in Equitation may be combined with other degree programs. A person not selecting a degree program may earn the Junior College Certificate.

Southern Seminary expects to remain a small, women's junior college and to keep its offerings sufficiently flexible to meet the demands of a wide variety of students.

TABLE 68
PROJECTED HEADCOUNT ENROLLMENT
Southern Seminary Junior College
1972-1982

Fall of	Undergraduate	First Professional	Graduate	Total
1972	275	--	--	275
1974	300	--	--	300
1976	320	--	--	320
1978	360	--	--	360
1980	380	--	--	380
1982	400	--	--	400

Sullins College

Bristol

Sullins College was founded in 1870 as an independent institution. In 1873, the College became affiliated with the Holston Conference of the Methodist Church but that relationship was discontinued in 1915. It is now organized as a nonprofit, independent, educational institution with a self-perpetuating Board of Trustees.

Sullins is a two-year liberal arts college for women whose program is primarily designed for students who plan to continue their education toward the baccalaureate degree. It also provides a limited number of career-oriented programs for those young women interested in immediate employment after two years of academic work. The College grants the Associate of Arts, Associate in Fine Arts, Associate in Applied Science, and the Associate in General Studies degrees.

In addition to strong interdisciplinary programs in the humanities, natural sciences, and social sciences, a high degree of specialization is encouraged in the performing arts (dance, drama, and music), physical education (equitation and recreation administration), health and public services, and in the biological and ecological sciences.

The College expects to continue primarily to serve the eastern half of the United States with an increased emphasis upon providing for the needs of both full-and part-time students from the local area and the Commonwealth. With an enrollment capacity of 350 students, about 95 percent reside on campus. An average of about 75 percent of its graduates continue their education in senior colleges and universities.

TABLE 69
PROJECTED HEADCOUNT ENROLLMENT
Sullins College
1972-1982

Fall of	Undergraduate	First Professional	Graduate	Total
1972	277	--	--	277
1974	250	--	--	250
1976	265	--	--	265
1978	270	--	--	270
1980	275	--	--	275
1982	270	--	--	270

The Virginia College

Lynchburg

The Virginia College is a small junior college accredited by the State Board of Education in 1954 and by three-letter eligibility in 1971 from the United States Department of Health, Education and Welfare.

The Virginia College has foundation roots which date back to 1886. It was chartered in 1888 as Virginia Seminary and College, and in 1971 the name was changed to The Virginia College. It is supported by the Virginia National Baptist State Convention, the National Baptist Convention of America, and other organizations.

The academic program of The Virginia College is found in three departments: Arts and Sciences; Business; and Communication Arts. These departments represent clusters of learning and study and underscore the aims of the College to move away from a development of separate and unrelated disciplines. The College awards an Associate in Arts Certificate leading to a baccalaureate degree at the completion of prescribed course work in each of these three departments.

TABLE 70
PROJECTED HEADCOUNT ENROLLMENT
Virginia College
1972-1982

Fall of	Undergraduate	First Professional	Graduate	Total
1972	220	--	--	220
1974	524	--	--	524
1976	745	--	--	745
1978	845	--	--	845
1980	1,000	--	--	1,000
1982	1,000	--	--	1,000

Eastern Virginia Medical School

Norfolk

Eastern Virginia Medical School is based on a unique concept of community support, both private and public, and the utilization of community resources for the educational activities of the School's curriculum.

The idea for the School began in 1958 with discussions in the community regarding the establishment of a private medical school in the Tidewater region. In 1964 the General Assembly passed an act creating the Norfolk Area Medical Center Authority, the primary entity responsible for the development of Eastern Virginia Medical School. Virginia law defines the Authority as an educational institution and the Board of Commissioners as the Board of Visitors for educational purposes.

The city of Norfolk contributes $500,000 annually to the Authority for its programs in support of Eastern Virginia Medical School. State appropriations provide a $4,000 per year capitation ($96,000) for the School, and capitation funds are likewise received from the federal government as authorized by the Comprehensive Health Manpower Act of 1971.

The Medical School offers a three-calendar-year program leading to the Doctor of Medicine degree. The program is based on an instructional system design with an organ system curriculum during the first year and includes patient contact by students from the outset of their medical school experience. During their second year, students receive required clinical experience in the major medical specialties, and in the third year they take a series of selective programs in basic science and in clinical areas of their selection.

Twenty-four students were enrolled in the charter class October 1, 1973. Enrollment projections are 36 students in fiscal 1975, 48 in 1976, 60 in fiscal year 1977. The first-year program for the School is currently housed in a facility purchased from Leigh Memorial Hospital for development of the educational programs of the Medical School. This facility has the capacity to handle 48 students in the first-year class. Any enrollment beyond this number is dependent upon additional teaching space. The Medical School will utilize the community facilities for its clinical programs.

Fifteen area hospitals are affiliated with Eastern Virginia Medical School through the Eastern Virginia Inter-Hospital Medical Education Committee (EVIMEC), providing a clinical resource exceeding 5,000 beds and over 1.25 million out-patient visits per year. The Medical School will neither own nor operate its own hospital but will act in partnership with the community facilities to further develop the clinical, educational and service programs for the area.

Currently, 297 members of the community have appointments to the faculty of Eastern Virginia Medical School and are intimately involved in curriculum development and teaching a variety of activities in support of the total spectrum of medical education in the area. It is projected that the full-time faculty requirements for this School will be roughly one-third to one-half of the full-time faculty required for comparable educational institutions because of the community base of the institution, the use of community hospital facilities, and the strong support from the community professional faculty members. The aggregation of community practitioners as full faculty members, paid for their teaching activities under the full-time-equivalent (FTE) concept, is central to the institution's planning. Faculty development currently shows 19 full-time individuals in basic biological sciences and 15 individuals in the clinical area.

VII

Postsecondary Education in the 1970s

The great bulk of the services which higher education provides to the citizens of Virginia or any other state—general education, training for the professions, extension work, research and scholarship—is lasting and unchanged by the pressures and fashions of the times. What defines a period, however, is what changes during it, rather than what remains the same. For this reason, despite the substantial constancy of higher education with its own traditions and with the social role which has evolved for it during the last century, the 1970s will be defined as a period of planning and new directions in higher education.

The reasons why planning and charting new directions will be so important in the next decade have been discussed, both within *The Virginia Plan* and elsewhere, so they can be reviewed here very briefly.

Nationwide, public funds will go to support programs in such areas as health care, elementary education, and environmental protection; as a result, higher education's level of financial support will probably not increase dramatically. This is especially true in light of population statistics which indicate that enrollment in Virginia's state-supported colleges and universities will increase gradually until 1980 and will then level off or even begin to decline slowly.

In addition to new priorities and decreasing numbers of students, there is an increasing tendency for students to attend proprietary and industrial institutions rather than traditional colleges, universities, and community colleges. The shift is toward occupational and career training rather than liberal education. Supported by federal policies which recognize them as equal partners in postsecondary education, proprietary and industrial institutions continue to increase their enrollments, sometimes at the expense of institutions which are oriented toward general education. The National Center for Educational Statistics indicates that enrollments in profitmaking institutions are now well over two million persons and rapidly growing. The slowdown in enrollments in the regular colleges and universities appears to correlate with the amount of emphasis which an institution places on the liberal arts. A survey conducted by the Virginia State Board of Education indicates that more than 28,000 Virginia students (15 percent of the total postsecondary enrollment) were enrolled in business, trade, technical, and home study proprietary institutions. During the same year, approximately 160,000 students were enrolled in Virginia's state-supported and private colleges and universities.

In Virginia, more than 125 proprietary and industrial institutions have obtained certificates of approval from the State Board of Education and are therefore authorized to conduct business. This number includes business colleges, trade and technical schools, home study schools, and private schools for the handicapped. It does not include the growing number of schools operated by corporations solely for the training of their own employees. Major American corporations, such as International Business Machines and General Electric, now offer bachelors' degrees; one of the nation's most prestigious consulting firms, Arthur D. Little, has recently been authorized by Massachusetts to offer a master's degree in management.

The use of the term "postsecondary education" is itself an indicator of the change which is occurring. Postsecondary education is broader than higher education; its spectrum of activities includes those conducted by community colleges, senior colleges, and universities, but also includes a variety of other educational activities which normally take place after secondary schooling is completed. While the term itself is new, the inclusion of such a disparate variety of activities within one spectrum has in a sense been foreshadowed during the past 25 years by the administration of the GI Bill. While higher education has tended to think rather smugly that it was the only legitimate educational activity beyond secondary schooling, veterans were being supported as they undertook educational experiences across the entire spectrum of what is now called postsecondary education.

Viewed in a still broader perspective, the acceptance of proprietary and industrial institutions as equal partners in postsecondary education is merely another step in the logical development of American education. Apologists inevitably point out that American higher education has always been career oriented. Beginning with the founding of Harvard in 1636, the colleges of the colonial period had as their

The great bulk of the services which higher education provides to the citizens of Virginia or any other state—general education, training for the professions, extension work, research and scholarship—is lasting and unchanged by the pressures and fashions of the times. What defines a period, however, is what changes during it, rather than what remains the same. For this reason, despite the substantial constancy of higher education with its own traditions and with the social role which has evolved for it during the last century, the 1970s will be defined as a period of planning and new directions in higher education.

The reasons why planning and charting new directions will be so important in the next decade have been discussed, both within *The Virginia Plan* and elsewhere, so they can be reviewed here very briefly.

Nationwide, public funds will go to support programs in such areas as health care, elementary education, and environmental protection; as a result, higher education's level of financial support will probably not increase dramatically. This is especially true in light of population statistics which indicate that enrollment in Virginia's state-supported colleges and universities will increase gradually until 1980 and will then level off or even begin to decline slowly.

In addition to new priorities and decreasing numbers of students, there is an increasing tendency for students to attend proprietary and industrial institutions rather than traditional colleges, universities, and community colleges. The shift is toward occupational and career training rather than liberal education. Supported by federal policies which recognize them as equal partners in postsecondary education, proprietary and industrial institutions continue to increase their enrollments, sometimes at the expense of institutions which are oriented toward general education. The National Center for Educational Statistics indicates that enrollments in profitmaking institutions are now well over two million persons and rapidly growing. The slowdown in enrollments in the regular colleges and universities appears to correlate with the amount of emphasis which an institution places on the liberal arts. A survey conducted by the Virginia State Board of Education indicates that more than 28,000 Virginia students (15 percent of the total postsecondary enrollment) were enrolled in business, trade, technical, and home study proprietary institutions. During the same year, approximately 160,000 students were enrolled in Virginia's state-supported and private colleges and universities.

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mission the education of men for leadership of church and state.

Relatively speaking, however, this was a nebulous career orientation: students may learn to be leaders, but they do not major in "leadership," and it is still something of a mystery why some men become leaders while others do not. But in 1862, with the passage of the Morrill Act and the subsequent establishment of land-grant colleges and universities, the career orientation of American higher education became concrete. The land-grant schools legitimized the practical arts and focused attention on the manpower needs of an emerging industrial state. As the career orientation became more specialized, the movement toward universal accessibility—higher education for all those who wanted it—was begun.

The dramatic growth in the last several decades of community college systems and the more recent emergence of the proprietary schools as a major component of postsecondary education are evidence of continued disaffection for tradition in higher education. Even the most specifically career-oriented programs in four-year institutions involve a healthy dose of general education—based upon the vestigial sense that coping with the inner anxieties and outer adversities of the human condition requires humanistic insights and intellectual skills cultivated in part through educational experiences which are not specifically related to career preparation. Now it seems, with the strong development of proprietary and industrial institutions, that even this vestigial sense has been called into question, or at least that a sharp distinction has been drawn between career preparation and learning to cope with the human condition. The State Council of Higher Education believes, however, that the state-supported colleges and universities of Virginia should continue in their efforts to offer curricula which not only prepare young men and women for satisfying careers but also help them to cope with the very real and difficult problems of being human. The emergence of proprietary and industrial institutions during the coming decade will challenge Virginia's colleges and universities to reassess the nature and adequacy of the programs they offer and the ways in which they offer them.

In planning for the 1970s, what is needed is a willingness to discover the opportunities present in this challenge. Every period of consolidation holds possibilities for redefinition, redirection, and subsequent new growth. In 1941, Archibald MacLeish judged that Harvard had reached the peak of its growth and that it would now enter a "period of reorganization within existing frontiers, rather than a period of extension of existing frontiers." Since 1941, Harvard has indeed reorganized but its reorganization has enabled it to achieve growth beyond anything which MacLeish had envisioned.

Higher education in Virginia is entering a decade in which continued but limited growth will occur and will have to be carefully planned. The activities of the higher education community in Virginia should be directed not primarily at increasing the size of its colleges and universities but rather at improving the quality of the educational opportunities offered and changing these opportunities to meet the needs of Virginia's citizenry.

If higher education is willing to build upon the growth it enjoyed in the 1960s, the 1970s can be a significant decade in the history of American higher education. Many of the opportunities which are present depend more upon better policies than upon more money; if the level of support for higher education rises only slightly faster than the cost of living, profound improvements can be realized. Most important is a will to act, a will to accept new circumstances and adapt to them. Skeptics might judge that higher education in America is very like the dinosaur, which became extinct because it grew larger and larger and finally sacrificed the evolutionary flexibility it needed to deal with change. This is not necessarily true, however, and the next decade will be a period in which the evolutionary flexibility of higher education is tested.

The challenges facing Virginia in the coming decade have been enumerated throughout *The Virginia Plan.* To begin with, higher education must be seen as a part of the broader spectrum of postsecondary education and the whole postsecondary effort must be effectively planned and coordinated to be of the greatest possible benefit to the greatest number of people. Limited resources must be allocated wisely and

the expansion which occurs must occur when and where it is truly needed by the citizens of Virginia.

The essential diversity which characterizes Virginia's higher education community must be maintained, again in order to give the people of Virginia the greatest possible number of options in choosing appropriate forms of postsecondary education. This means not only that the state-supported institutions should retain their individual distinctiveness, but also that private institutions should be assisted in their efforts to remain vigorous and viable. It also means that Virginia's institutions must find new ways of doing old things, must innovate in order to increase still further the options available to Virginia citizens. Innovating is always difficult, in part because it is difficult to think new thoughts, and in part because, as the classicist F. M. Cornford once said, "Nothing is ever done until everyone is convinced that it ought to be done, and has been convinced for so long that it is now time to do something else." And yet new things will have to be done and the risks involved in doing them will have to be assumed by those responsible for postsecondary education in the Commonwealth.

Finally, postsecondary education must be made accessible to all citizens of Virginia. The broad spectrum of educational activities included within postsecondary education should make this a goal which is attainable in fact as well as in principle. Through the admissions policies of higher education institutions, through State and federal programs which give financial aid to students, through improved counseling systems, and through the creation in our society of normative standards which make some form of postsecondary education as routine as secondary education is now, Virginia can anticipate achieving even greater accessibility to post-secondary education.

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